2019 Annual Report to
The School Community

School Name: Newlands Primary School (4646)

- 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 16 July 2020 at 11:14 PM by Ross Dudgeon (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.

To be attested by School Council President

About Our School

School context

Geographic Location
Newlands Primary School is located in the residential area of North Coburg in the City of Darebin, and directly opposite the new housing development 'Coburg Hill'.The school is located on a large allotment comprising two open grassed areas and landscaped garden areas for passive student activities; reading or games. The main school building contains 10 hexagonally shaped classrooms which have been modified into 5 double classroom spaces.

School Ethos
We collaboratively build our understanding in a safe, supportive learning community. We make meaning and explore connections with the world through our love of language and arts, the authors of our learning.

At Newlands Primary School, we value:

Care:
*We care about improving all aspects of our learning.
*Our school is a safe and secure learning environment which celebrates diversity
*We care about our world by understanding and taking action

Responsibility:
* We ensure we are organised, prepared and ready for learning.
* Our learning community is responsible for everyone's learning success.
* We are responsible for our environment, locally and globally.

Curiosity:
* We develop our strengths and identify opportunities to acquire new knowledge and skills.
* Our school learns through wonder, questioning, thinking and inquiry
* We are curious about the world we live in

Creativity:
* We explore, critically analyse and evaluate to create new understandings
* Our learning is underpinned by creativity
* We are inspired and influenced by the world around us

Focus for 2019
-        Data sources are providing accurate information
-        Data is being collated and analysed correctly and consistently throughout the school staff
-        Resources used are current evidenced informed practices
-        Planning documents align with the instructional model
-        The development of professional collaboration and professional trust
-        Building Learning Specialist capacity
-        Building School Improvement Team (SIT) leadership capacity. (Peer Observations)
-        Spanish Teachers access professional learning
-        Accepted into Leading Mathematics (2019)

Size/Workforce Composition
At the completion of 2019, Newlands Primary School had 238 students. The school also supported 4 international students. To cater to our students need, Newlands workforce composition includes:

- Principal & Assistant Principal
- 11 Classroom Teachers (4 F/1, 3 2/3, 4 - 4/6)
- 4 Specialist Teachers (Visual Art, Performing Arts, Music, Physical Education)
- 3 Educational Support (1 Full time & 2 Part time)
- 2 Office Staff (2 Part time)
- 1 Wellbeing and Engagement Co-ordinator,
- 3 in Out of Hours Care (Co ordinator & 2 Part time)

Framework for Improving Student Outcomes (FISO)

In 2019, the school focused specifically in three areas in relation to the Framework for Improving Student Outcomes

1) Empowering students and building school pride - Teachers build knowledge on how to co-design opportunities for students to exercise authentic agency in their own learning

2) Curriculum planning and assessment - Teachers moderate student assessment and use data to diagnose student learning needs and plan for learning.

3) Health and wellbeing - Teachers build quality relationships that enhance student engagement, self-confidence, and growth as a learner.

While the school has a specific focus in these areas, we hope the successful implementation will transfer and improve areas of the Continua of Practice.

Achievement

To improve the learning growth of every student in Literacy and Numeracy

Raise the percentage to 20% in students in the top two bands in Writing and Numeracy (Grade 5).
-12% of students are in the top 2 bands in Writing in Grade 5 (Not Met – 4 year goal)
-25% of students are in the top 2 bands in Numeracy in Grade 5 (Met – Seek to improve further)

Decrease the relative low growth down to 30% in Writing and Mathematics (Grade 5). – 4 Year Goal
-32% of students made Low Relative Growth in Writing (Not Met)
-35% of students made Low Relative Growth in Numeracy (Not Met)

Make an improvement in relation to similar schools.
-The school is on par with Similar schools in relation to NAPLAN Results (Met)

Actions taken place in 2019
- Development of the Timperley Cycle
- Refining the Planning Inquiry rubric
- Whole School Professional learning - conducting, collating, analysing data.
- Building students into planning
- Whole school learning in triangulating data

Development of the Timperley Cycle
All teams use the Timperley Cycle for planning. This is been led by the Team Leaders who have all had training with the PLC at BASTOW at the end of 2018.
A rubric has been created for teams to use to help guide the cycle and thinking. We have had visitors from different schools locally and internationally, where teams have had to articulate the cycle and the impact that it is having on their collective practice.

- Conversations with visitors including International Schools
- Creation of a rubric
- Professional Learning Lab for teachers to plan collaboratively
- Organisational structure that allows teachers to plan together

Peer to Peer Observations
Has not been implemented this year. Due to staffing restraints, we haven't had the opportunity to allow teachers to observe each other's practice formally. In saying this, all teams work in an open plan environment which allow teachers to work together, observe each others practice and ask for feedback. The PDP process has allowed teachers to be comfortable about others observing their practice.

- This outcome was not reached

Refining the Planning Inquiry rubric
The 4/6 team have refined the way they facilitate Project Based Learning and have developed their own inquiry model to facilitate student thinking, reflection and direction. This model will transfer to the other areas within the school in 2020 to allow for a holistic approach to the way we teach Inquiry topics.

- Student articulation of the process
- Posters in the rooms with each step
- Student work and presentations are visible during Open Days of Learning
- Modelled examples in the classrooms

- This outcome was met

Whole School Professional learning
Conducting, collating, analysing data was not completed to the depth leadership had envisioned. While there have been several PL sessions dedicated to literacy and Numeracy moderation, due to our Developmental Management focus we have not had the chance to go deeper in building teacher understanding. In 2020, Our focus is on Maths. This will allow for a whole school cycle process.

This outcome was met

Building students into planning
The 4/6 cohort have implemented this on a regular basis, providing feedback on engaged they were with the previous units of work. This takes place not only in Inquiry units but in Numeracy and Literacy. What was considered a hindrance and impacting the amount of planning time it was taking, teachers are utilising the feedback to ensure that each students voice is heard and that the next series of learning experiences are engaging and meeting the needs of the students.

- Students are visible during planning
-Students are providing feedback
-Students are providing more feedback in relation to the Attitudes to School Survey data. The school felt it was an - opportunity to receive this feedback more regularly and more conversations about the data is taking place.

- Data results were presented to the Education Sub Committee

- Weekly Planners show that time has been allocated for classroom discussions.

- Collective Efficacy (Teacher Survey) 2018 - 79.40 - 2019 - 78.89
- Academic Emphasis (Teacher Survey) 2018 - 73.85 - 2019 - 71.00

The data has stayed very similar, the 2020 AIP team will look at what is working and how we can lift our results.

Engagement

Improve student engagement in learning.
- The goal is to reach to 80% by the end of the year.
- The goal is to reach 80% by the end of 2019.
- The goal is to reduce the number of students that are absent for more than 20 days to fall to 10%

Actions
The school will provide more opportunities for our students to influence whole-school decisions. The school has developed its knowledge of what student leadership is and will have over 40 leadership positions in 2019.

The school has been redesigning how learning looks in the whole school providing more opportunities for students to lead their learning. The 4/6 multi-age area is developing a Project Based Learning Curriculum allowing students to investigate areas of interest. Students have scaffolded the dispositions to lead their learning, make meaning and apply understandings. The year is dedicated to refining this process with the 4/6 students to ensure that an environment is created that is safe, supportive and meets the academic needs for our students.

The Prep/1 area is developing student agency through 'the builders' where students are working at various learning stations to develop their social skills and learner dispositions. This has been successful with student engagement and learning. We hope to build this concept across the school in 2020.

The school has implemented a leadership model which has provided students to be a leader in the area of their choice. This has been successful as leadership positions have provided students to have an authentic voice in regards to areas they care about and drive whole school change.

Students are involved in the following areas:

School Captains - are running school tours and are organising an interschool sport competition with Spensley Street primary. They also meet with all the other captains and support them with their goals in a forum called the 'Student Congregation'. They present this information to the School Council. They represent the students at our school by being on the panel for teaching positions.

Correspondent Captains - Main role is to improve communication at the school. They have created instructions for our LMS kiosk, work in the office at lunchtimes, involved in the school tours and have raised money for a touchscreen tv to add to the school's admin office which will allow families to have access to signing students in and out of the school, access to school policies and have an ongoing slide show of all the great things that are happening at the school.

Library Captains - were involved in the organisation of book week and its relevant activities. They work in the libraries supporting students choose books that they may enjoy. They work with students to present at assembly to share their love of reading and make book reccomendations.

Assembly Captains - Co-ordinate assembly. Set up the PA system and work with different students each week to help them build the confidence in running assembly. They cooridnate with staff and students to ensure students share their learning, have performances and announce important and upcoming events.

Art Captains - Are heavily involved in the organisation of the Art Show which is a community event. They run a lunch

time Art Club allowing students to be creative in a safe place.

Wellbeing Captains - run a club for students to work with each other. They have ownership of the Attitudes to School survey data and make recommendations. They are currently involved in the organisation of a Peer Mediation program and creating a Friendship bench.

Sport Captains - Have introduced Sports equpment into the school and monitor the sports equipment tubs in each area. They collect data on how students travel to school and present the grade who had the highest percentage of students who travelled to school by walking, riding or scooting.

House Captains - Run and organise an hour of sport. This includes training drills and umpiring game situations.

There are Environment Captains, Performance Captains and Dance Captains who run clubs during lunchtimes.

Finally, there is a Student Representative Council who work with the teacher who present observations at assembly. They are currently organising a fundraiser for the whole school

The Project Based Learning in the 4/6 area will be redefined in 2020. The initial roll out did not meet expectations. The teachers continually refined the process but had lost positivity with students and parent community. We still feel this approach to learning is essential but understand that the whole school needs further professional development to ensure a successful implementation.

The 'Attitudes to school survey' results to improve 'Learner Characteristics and Dispositions'
- Attitudes to attendance - 81% -> 70%
- Motivation and interest - 79% -> 72%
- Resilience - 62% -> 57%
- Self-regulation and goal setting - 76% -> 72%
- Sense of confidence - 73% -> 64%

The 'Attitudes to school survey' results to improve in 'Social Engagement'
-Student Voice and Agency 54% -> 55%

'Attitudes to school survey' results to improve 'Effective teaching practice for cognitive engagement'
-Stimulated learning 71% -> 55%

In all areas, they have gone down since changes have taken place. Students are not transferring these opportunities as a positive. The school has implemented their own Term by Term Attitude to School Survey which has allowed teachers to refine practice/understanding on more fluid basis. The results have shown an increase, we look forward to 2020 results.

Wellbeing

Improving student health and wellbeing.
Show improvement of not experiencing bullying to at least 75%
Improve teacher-student relationship to the state average 84%
Improve Learner characteristics and Disposition to state average 82%

The school has identified lack of processes in place in regards to developmental management processes. As the school continues to grow it is integral that there is a holistic understanding of the importance of, and how to develop quality relationships with our students. The school in 2019 has been creating an individual learner matrix that has been

guided by our school's new values. It is with these in place and a re-energised student-focused curriculum that has engagement, building self confidence and growing as a learner underpinning everything we do.

The school has had a focus in 2019 in learning how to build authentic relationships with students through the professional learning of Berry Street. The school is collaboratively building expectations and processes for 2020 and beyond in the way that we set up our schooling year and create ways to develop a positive climate for learning.

In 2019, the school implemented a multi-age environment which included a 4-6 area divided between 4 teachers. The 4-6 area implemented a Project-Based Learning Approach which was evolving during Term 1 & 2.

- Using the Newlands language that supports positive learning and behaviour - The school is currently working on this for a 2020 start.
- Frameworks to support student focus, stamina and learning - The school is currently working on this for a 2020 start.
- Frameworks to support teachers in building authentic relationships with their students - The school is currently working on this for a 2020 start.
- Clear processes for teachers in how to respond to students who are being unsafe or not making good choices about their learning - The school is currently working on this for a 2020 start.
- A framework to support restorative conversations - The school is currently working on this for a 2020 start.

The above statements are currently in works and will be completed by the end of 2019.

Attitudes to school survey results to improve 'Teacher-student relations'
-Effort - 73% -> 62%
-High expectations for success - 85% - 80%
-Teacher concern - 59% -> 58%

Attitudes to school survey results to improve 'Social Engagement'
-Sense of connectedness 76% -> 55%
-Sense of inclusion 76% -> 75%
-Student voice and agency 54% -> 55%

Attitudes to school survey results to improve 'School Safety'
-Advocate at school - 78% -> 76%
-Managing bullying - 78% -> 61%
-Respect for diversity - 82% -> 65%

The school is still working on creating Developmental Management documents that will feed into a policy that will provide clarity for students, teachers and the wider community. The school will implement these processes in 2020.

Financial performance and position

The school was running at a deficit due to staffing commitments our school council operated – Out Of School Hours Program. By operating our OOSHC we have included staff salaries and program needs as part of our Student Resource Program. By including these salaries, we have created a managed deficit. The deficit we have created is offset by the fees charged to parents who use the service. Our school consistently supports our educational programs by funding programs - Spanish and Performing Arts. These programs are important elements of our school culture and we adjust our financial position to support these programs.

For more detailed information regarding our school please visit our website at
https://newlandsps.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 242 students were enrolled at this school in 2019, 113 female and 129 male.

8 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	77.1	85.8	79.2	92.0

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	71.9	79.5	68.5	87.9

Key: *"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary year levels.*

"Similar School Comparison" is a way of comparing school performance to similar schools in Victoria that takes into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are 'Similar', 'Above' or 'Below' relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English

- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	94.7	89.7	81.7	95.0	Above
Mathematics	88.8	90.3	81.8	95.8	Below

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	77.3	76.5	60.0	90.0	Below
Year 3	Numeracy (latest year)	63.2	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	76.0	67.6	50.0	83.1	Similar
Year 5	Numeracy (latest year)	54.2	59.3	41.2	76.4	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	80.2	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	72.1	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	76.8	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	58.5	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN Learning Gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	**Percent**	**Percent**	**Percent**
Reading	34.8	39.1	26.1
Numeracy	50.0	45.5	4.5
Writing	36.4	45.5	18.2
Spelling	30.4	47.8	21.7
Grammar and Punctuation	30.4	43.5	26.1

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	**Number**	**Number**	**Number**	
Average number of absence days (latest year)	20.3	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	17.8	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	**Percent**	**Percent**	**Percent**	**Percent**	**Percent**	**Percent**
Attendance Rate (latest year)	93	90	90	88	89	91	87

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	54.8	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	66.9	81.4	73.9	88.1	-

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	60.6	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	69.6	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	$1,811,651
Government Provided DET Grants	$192,530
Government Grants Commonwealth	$97,363
Government Grants State	$0
Revenue Other	$8,081
Locally Raised Funds	$293,347
Capital Grants	$0
Total Operating Revenue	**$2,402,971**

Equity [1]	Actual
Equity (Social Disadvantage)	$18,392
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$18,392**

Expenditure	Actual
Student Resource Package [2]	$1,954,345
Adjustments	$0
Books & Publications	$3,464
Communication Costs	$6,329
Consumables	$37,336
Miscellaneous Expense [3]	$109,962
Professional Development	$13,630
Property and Equipment Services	$164,770
Salaries & Allowances [4]	$176,797
Trading & Fundraising	$33,944
Travel & Subsistence	$8,414
Utilities	$13,424
Total Operating Expenditure	**$2,522,416**
Net Operating Surplus/-Deficit	**($119,445)**
Asset Acquisitions	**$0**

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	$68,987
Official Account	$42,004
Other Accounts	$0
Total Funds Available	**$110,991**

Financial Commitments	Actual
Operating Reserve	$84,594
Other Recurrent Expenditure	$31,095
Provision Accounts	$0
Funds Received in Advance	$13,784
School Based Programs	$17,547
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$13,390
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$17,548
Capital - Buildings/Grounds < 12 months	$17,547
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	$195,506

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 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, including:
    - 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) factors:
    - 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 *SIMILAR SCHOOL COMPARISON* REFER TO?

The Similar 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 '*NP*' 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, Community Schools and schools that changed school type recently, 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 his or her first eleven 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').