**2018 Annual Report to**

**The School Community  
  
School Name: Natimuk Primary School (1548)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 07 March 2019 at 10:09 AM by Ingrid Clarkson (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 08:44 AM by Stuart Mathieson (School Council President) | |

**About Our School**

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| --- |
| School context |
| Natimuk is a rural township with a population of about 450, a little more than 320kms west of Melbourne and 25kms west of Horsham. The community of Natimuk is diverse and has been strongly influenced by its proximity to the famous landmark, Mt. Arapiles. Rock climbing and the Outdoor Adventure Industry are dominant and attract schools from all over Victoria for camping, climbing and leadership courses. Even with generations of farmers and professionals, the community has been labelled 'alternative' due to the artistic flavour and lifestyle it brings. The community’s expertise in the arts has been of great benefit to our school as ongoing partnerships have been formed.  Natimuk Primary School draws its students from the town and the surrounding farming district and is one of the last small schools west of Horsham. The school is regarded as the hub of the community and the parents and school community participate keenly in the continuing life of the school. There were 28 students enrolled in 2018, 13 female and 15 male. Our overall Socio-Economic Profile, which takes into account parent occupations and education, is medium. Natimuk Primary School is fortunate to have specialist programs such as Physical Education, Science, Library, Music, Japanese and Art. We have a strong focus on Student Health, Well Being and Safety and use the Respectful Relationships Program to support the You Can Do It Program, and use the Restorative Practice approach to behaviour management to strengthen positive staff, student and parent relationships. We have multi-age classrooms, provide intervention and advancement in Literacy and Numeracy and offer Speech Therapy assistance. Extra curricula activities include swimming, athletic sports, sports events, camps, excursions, incursions, Book Week, charity fundraisers, Meals on Wheels, Nati Frinj festival, Agricultural Show, Rock Climbing and the end of year school concert to name a few. There are opportunities for senior students to take on leadership roles by being on the Junior School Council, attend leadership courses and become School Leaders and House Captains. Natimuk Primary School is committed to the safety and wellbeing of all children and young people. We prepare children for the demands of a world characterised by ongoing change, as well as continually improve teaching and learning programs to ensure children achieve their potential, experience success and develop a healthy self-esteem. We encourage ongoing learning and acknowledge the importance of teaching how to learn.  Our school motto - “Small enough to care; Big enough to deliver” aptly describes the positive relationships formed between students, staff, parents and the broader community and our ability to provide excellent learning opportunities through specialist teachers and small class sizes. Our workforce consists of a teaching Principal, 1.8 classroom teachers, an Education Support Officer, an Art and Japanese teacher. Our links and partnerships with the local community allow us to access expertise in animation, craft, sport, art and music.  We proudly acknowledge our current and past students who continually strive to do their best and represent themselves and their schools admirably. Natimuk Primary School features regularly in student achievement awards gained through school and community activities and we share the accolades of the achievements of our former students.  Natimuk Primary School is supported by a fabulous Parent Association group who fund raise enthusiastically for the student’s benefit. Additional activities, excursions and additions to the grounds and buildings are made possible through their efforts. Equally, the School Council is strongly committed to School Improvement through curriculum delivery, staff capabilities and buildings and grounds.   Mission Statement:  Natimuk Primary School strives to develop resilient, responsible and caring individuals, prepared for the demands of a world characterised by ongoing change.   Rationale:  Natimuk Primary School is committed to the safety and wellbeing of all children and young people. We provide a friendly and caring environment that promotes excellence in learning; encourages personal growth and wellbeing for all students; respects diversity and difference; provides support and professional motivation for staff; and involves and includes parents and the wider community.  Teaching and Learning: Natimuk Primary School is committed to continually improving teaching and learning programs to maximize children’s potential and develop a healthy self-esteem. We encourage ongoing learning and acknowledge the importance of ‘teaching how to learn’ by: • encouraging and supporting ongoing learning by students and staff • providing every individual student with challenges appropriate to their level of social, emotional and cognitive development, thus providing them with opportunities to experience success and growth • nurturing the development of mutual respect and a healthy self-esteem in each and every student  Values and Skills:  Natimuk Primary School embeds our core values in our teaching and classroom practice. We nurture students’ personal development, through our ‘You Can Do It’ skills. |
| Framework for Improving Student Outcomes (FISO) |
| Building Practice Excellence: Build teacher capacity for contemporary and effective practice especially in writing through Professional Development and teacher sharing and collaboration. Essential Elements – 2, 7, 8  The Strategic Plan was established based on previous data with Writing and Numeracy as the focus The Assessment Schedule is established. Student data from assessments conducted at the beginning and end of each year of the strategic plan is collected and analysed  NAPLAN data and trend data continue to inform decision-making.  The line of sight for the schools goals and targets is evident from Strategic Plan, Annual Implementation Plan, Performance and Development Plans, Curriculum Plans, Daily lesson plans, Professional Development, Student Outcomes. Staff will have a whole school goal in PDP that directly addresses school priority – writing and numeracy. Collegiate Work – staff meetings, peer observation and follow up discussions, polycom meetings with other small schools, professional development with other schools School leaders engage in Network meetings and forums Professional Development this year was writing.  Immediate discussion and implementation of writing strategies. Designated discussion in staff meetings. An agreed Peer Observation program in term 2 and 3 has been established with a whole school focus that links to PDP and student outcomes. PDP mid cycle and end of year discussions are conducted with all staff together so we can see how impact on student outcomes. Student samples and data of assessments are produced as evidence of student learning.  Evidence of Impact: staff collaborate at staff meetings staff will share templates and scaffolds staff will develop common language staff will use templates, scaffolds and writing resources in the classroom students will use templates and scaffolds students will use a common language students will produce a piece of writing the reflects the use of features and structures of each genre the principal will see the use of templates and scaffolds in the classroom  Parents and carers as partners To communicate with the school and broader community to reflect on the 2015 - 2018 Strategic Plan with a view to create a new future direction. Staff will have a better understanding of the FISO document Students will have the opportunity to give feedback about the school Principal to confidently write a thorough self-evaluation from the feedback of all stake holders |
| Achievement |
| Our school goal was to continue to consolidate the knowledge and skills in teaching writing and to maintain 75% of year 3 and year 5 students in the top 2 bands in writing (2016 Year 3 100% in the top 2 bands) In 2018 we were successful in maintaining Year 3 in the top two bands for writing as 100% of Year 3 were in Band 4, which is in the top two bands, however, for Year 5, only 60% of students were in Band 6, which is in the top two bands. 100% of all Year 3 and 5 students were above National Minimum Standards in Literacy. In Numeracy 100% of Year 3 students were in Band 4 which is in the top two bands whilst 60% of Year 5 were in Band 5 which is in the top two band. 100% of all Year 3 and 5 students were above National Minimum Standards in Numeracy. Our school relative growth in writing for 2018 (learning growth from Year 3 to Year 5) shows 50% in medium growth and 25% in high growth. It is desirable to have a larger portion of your students in medium to high growth. Our school relative growth in numeracy for 2018 (learning growth from Year 3 to Year 5) shows 50% in medium growth and 50% in low growth.  This year our school undertook its Review in term 4. It was a goal to communicate with the school and broader community to reflect on the 2015 - 2018 Strategic Plan with a view to create a new future direction. The Review helped us set new Literacy and Numeracy goals and targets for 2018 - 2022. |
| Engagement |
| The Average number of absence days last year was 15.2 which is similar to the State Median. Our attendance rate for all year levels was above 90% except for Year 4 which was 89%. Year 5 and 6 had the best attendance rate of 96%. It was a requirement to address student attendance for 2018. With a grant allocation we sought a commercial package that would assist us in monitoring student attendance more closely and attributing the correct codes to their absence. The package was introduced at the end of the year with the view that it would be fully operational in 2019.  Our absence data shows significant absences in Years 2, 3 and 4 with the most common absence codes used being family holiday, medical, parent choice school approved and unexplained. The unexplained code had the highest recorded absences. The new package will assist us in sending an SMS to families if their child is not at school by 9.15am. In most cases the absences involve siblings which is the reason particular year levels will have similar days absence. Family holidays also attracts one of the highest reasons for absence but families need to take a break when they can all go away together as a family. Farming is very intensive over the December, January holidays so it becomes part of the wellbeing goal to have families spend time together even if it occurs during the school term. We have some families whose extended family live overseas so they take time to visit them, which will always be a number of weeks at a time. |
| Wellbeing |
| Wellbeing is measured by the Attitudes to School Survey with a particular focus on Sense of Connectedness and Management of Bullying. The survey is completed annually by students in years 4, 5 and 6. The result is shown as percent endorsement which indicates the percent of positive responses. For Sense of Connectedness last year we had 72.9% positive endorsement compared to the State Median of 81.1% but is similar to schools like ours. For Management of Bullying last year we had 88.1% positive endorsement compared to the State Median of 81.2% but is similar to schools like ours.  Our 2017 Attitude to Schools Survey results showed that there was room for improvement in Student Safety and those who have experienced bullying. The results for Student Safety in 2018 showed Advocate at School at the 82nd percentile and 4th quartile, Managing Bullying was at the 72nd percentile and 3rd quartile and Respect for Diversity was at the 52nd percentile and just in the 3rd quartile. Children who had not experienced any bullying was at the 95.5th percentile and 4th quartile. We implemented the Respectful Relationships Program for 2018. We commenced the year with a simple activity which was for everyone (staff and students) to say "hello" as they arrived at school. This improved the climate of the school and the way everyone felt at the start of the day. It was simple but very effective. In 2019 we will continue with Respectful Relationships and include a Resilience Project. Our new focus for our next Strategic Plan will be on Student Voice and Agency which should assist in improving the Sense of Connectedness. |
| Financial performance and position |
| During 2018 we continued to improve and consolidate our financial position by making effective workforce and resource management decisions. While the current trend shows a marked increase in our financial position we have committed our funds strategically to support our school in both the short term and the long term. Our fiscal policy strategies included provision for asset replacement, building and maintenance projects, on-going staffing contingencies, and curriculum provision. It was important for us to look at our projected enrolments and staffing profile and budget accordingly. We have made long term plans to cater for the downward trend in enrolments and to manage salary increments for our workforce as well as a change in our workforce profile. As at 31st December we had a planned net operating deficit of $19,441. Our major source of revenue is the Student Resource Package and our main expenditure is staffing. We received a number of grants during 2018 to address Inclusion and absences. 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 Departmental policies, school council approvals and the intent / purposes for which funding was provided or raised.  Over the years we have established a staff who specialise in specific areas of the curriculum, and support staff and students in the classroom. Our financial position enables us to continue to make provision in the curriculum for all subjects, taught by staff with expertise in their field. We are demonstrating that we are spending the year’s money to benefit the students within the financial year especially the equity funding allocated this year. We are able to maintain our buildings and grounds and provide adequate materials and resources to support the curriculum. Our Parent’s Association is a dynamic group who work tirelessly to fundraise for extra resources and equipment that will benefit our students. They are instrumental in purchasing some of our big ticket items and supporting camps and excursions. The members of the School Council and school community are very dedicated to the school and its surrounds and with their expertise and equipment we are able to make improvements to our school that would otherwise be impossible. I would like to formally acknowledge our appreciation to our school families for their enthusiasm and commitment to our school; their support is highly valued and we are extremely grateful. |

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 28 students were enrolled at this school in 2018, 13 female and 15 male.

0 percent of students had English as an additional language and 0 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: Medium

**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) | 69.6 | 85.1 | 78.3 | 91.6 |

**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) | 88.9 | 77.7 | 66.6 | 86.7 |

***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.***

***“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).***

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 | School Comparison |
| --- | --- | --- | --- | --- | --- |
| Domain | Percent | Percent | Percent | Percent |  |
| English | 98.8 | 90.1 | 82.6 | 95.3 | Similar |
| Mathematics | 96.3 | 91.1 | 84.0 | 96.4 | Similar |

**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 | School Comparison |
| --- | --- | --- | --- | --- | --- | --- |
| Year Level | Domain - measure | Percent | Percent | Percent | Percent |  |
| Year 3 | Reading (latest year) | np | 76.5 | 62.0 | 89.2 | np |
| Year 3 | Numeracy (latest year) | np | 72.5 | 53.6 | 87.5 | np |
| Year 5 | Reading (latest year) | 60.0 | 64.9 | 48.8 | 80.0 | Similar |
| Year 5 | Numeracy (latest year) | 60.0 | 55.6 | 37.0 | 75.0 | Similar |

| NAPLAN top 3 bands  (4 year average) |  | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
| --- | --- | --- | --- | --- | --- | --- |
| Year Level | Domain - measure | Percent | Percent | Percent | Percent |  |
| Year 3 | Reading (4 year average) | 82.4 | 71.4 | 57.6 | 83.6 | Similar |
| Year 3 | Numeracy (4 year average) | 70.6 | 65.7 | 51.2 | 80.0 | Similar |
| Year 5 | Reading (4 year average) | 73.7 | 61.2 | 47.0 | 75.5 | Similar |
| Year 5 | Numeracy (4 year average) | 63.2 | 54.8 | 39.2 | 71.4 | Similar |

**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’.

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 Growth | Medium Growth | High Growth |
| --- | --- | --- | --- |
| Domain | Percent | Percent | Percent |
| Reading | 0.0 | 100 | 0.0 |
| Numeracy | 50.0 | 50.0 | 0.0 |
| Writing | 25.0 | 50.0 | 25.0 |
| Spelling | 25.0 | 75.0 | 0.0 |
| Grammar and Punctuation | 25.0 | 75.0 | 0.0 |

engagement

**Average Number of Student Absence Days**

Absence from school can impact on students’ learning. 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.

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 | School Comparison |
| --- | --- | --- | --- | --- | --- |
|  | Number | Number | Number | Number |  |
| Average number of absence days (latest year) | 15.2 | 15.1 | 12.9 | 18.1 | Similar |
| Average number of absence days (4 year average) | 14.6 | 15.2 | 13.2 | 17.8 | Similar |

**Attendance Rate**

Average 2018 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 | 93 | 91 | 94 | 89 | 96 | 96 |

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 | School Comparison |
| --- | --- | --- | --- | --- | --- |
|  | Percent | Percent | Percent | Percent |  |
| Percent endorsement (latest year) | 72.9 | 81.1 | 72.6 | 89.0 | Similar |
| Percent endorsement (2 year average) | 68.1 | 81.7 | 73.8 | 88.7 | Lower |

**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 | School Comparison |
| --- | --- | --- | --- | --- | --- |
|  | Percent | Percent | Percent | Percent |  |
| Percent endorsement (latest year) | 88.1 | 81.2 | 72.2 | 90.3 | Similar |
| Percent endorsement (2 year average) | 87.1 | 81.8 | 73.7 | 89.7 | Similar |

**Financial Performance and Position**

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

| Revenue | Actual |
| --- | --- |
| Student Resource Package | $360,106 |
| Government Provided DET Grants | $78,541 |
| Government Grants Commonwealth | $0 |
| Government Grants State | $0 |
| Revenue Other | $16,830 |
| Locally Raised Funds | $17,153 |
| Total Operating Revenue | $472,630 |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $5,000 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | $5,000 |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $395,167 |
| Adjustments | $0 |
| Books & Publications | $286 |
| Communication Costs | $1,377 |
| Consumables | $16,165 |
| Miscellaneous Expense 3 | $13,543 |
| Professional Development | $1,532 |
| Property and Equipment Services | $43,669 |
| Salaries & Allowances 4 | $11,512 |
| Trading & Fundraising | $4,138 |
| Travel & Subsistence | $0 |
| Utilities | $4,682 |
| Total Operating Expenditure | $492,071 |
| Net Operating Surplus/-Deficit | ($19,441) |
| Asset Acquisitions | $6,817 |

**Financial Position as at 31 December, 2018**

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $107,104 |
| Official Account | $1,405 |
| Other Accounts | $210,627 |
| Total Funds Available | $319,137 |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $15,235 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $4,424 |
| School Based Programs | $207,114 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $0 |
| Repayable to the Department | $37,600 |
| Asset/Equipment Replacement < 12 months | $0 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $32,236 |
| Asset/Equipment Replacement > 12 months | $0 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | $296,609 |

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 04 Mar 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, 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 School Comparison refer to?**

TheSchool 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 Comparisonshows 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.

**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 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 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’).