

# 2018 Annual Report to The School Community



School Name: Cobains Primary School (4387)



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

Attested on 25 March 2019 at 12:13 PM by Sandra Platt  
(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 26 March 2019 at 08:42 PM by Tamara Gibb  
(School Council President)

## About Our School

### School context

Our School Motto, 'Aiming High' accurately sums up the shared vision held by the staff, parents and students in the Cobains Primary School team. We take pride in providing an excellent, well rounded education for all students, enabling them to achieve their educational potential in a supportive and stimulating environment. This includes upholding a school ethos that caters for students with a wide range of abilities, interests and potential. Each child is encouraged to show resilience with their learning, taking risks and learning from mistakes, to achieve to the very best of his/her ability. In addition, the values of 'Respect, Accept and Try Your Best' are now becoming embedded into the team culture at Cobains P.S.

Located on the outskirts of Sale, to the North East, the school services a broad cross-section of the Cobains, Stratford and the wider Sale community, along with outlying areas. Parents are very supportive and there is a healthy sense of belonging and being valued, all of which contribute to the advantages and special qualities that exist in the life of a small school. Cobains P.S. sees its core purpose as providing a sound grounding in Literacy, Numeracy, ICT and Thinking Skills, as prescribed in the Victorian Curriculum. We endeavour to build a strong foundation and scaffold learning to each individual student. We believe that this will enable students to develop their abilities as individual learners, thus providing them with the resources to continue to learn and experience success throughout their school life and into the future.

In 2018 our teaching staff was more stable, with one new staff member and a similar structure to the previous year. Staffing consisted of two full time classroom teachers, one part time classroom teacher, sharing a class with the principal, one specialist teacher, a part time business manager, IT technician and two integration aides. In addition to the programs offered by the schools staff (Science, Art and Music) students all had access to the MARC library, which included one library session per week and Chinese, delivered by a Chinese assistant and supported by classroom staff. Students also had the opportunity to participate in many learning experiences outside our school setting, including swimming and gymnastics, with costs partially covered through the sporting schools program, competitive sporting events for swimming, cross country and athletics as part of the Sale Rural Cluster, a variety of Cluster learning days, including Bug Blitz and Science day, Life Ed Van and Grip leadership. Students in grades 3-6 also had the opportunity to attend school camps at Gelantipy and Woorabinda.

After receiving a sizeable building grant in 2017, 2018 also saw the construction of our new facilities. This included relocation and modernization of the toilets and classrooms in the main building, as well as the creation of withdrawal spaces and sick bay, and the relocation of the staffroom to enable better connection with students and staff during break times. Due to the construction works, much of the school year was spent with students and staff relocating to the two portable classrooms and the art/science space. Building works were completed at the end of 2018, with staff moving into the new spaces over the summer school holidays.

### Framework for Improving Student Outcomes (FISO)

After undergoing our school review late in 2017, the new strategic plan highlighted the need for a change in direction in 2018. Our goal to maximise student learning in Literacy and Numeracy, along with our involvement in several government initiatives set our learning direction for 2018. During 2017 we participated in the PLC Numeracy initiative, and to align our cluster focus goals, this work continued throughout 2018, with all staff attending weekly offsite meetings, with cluster staff, to develop assessment tasks, monitor student progress and build teacher capacity as they unpacked their understanding of the numeracy goals within the Victorian Curriculum. We also had the opportunity to participate in the Area Reading Strategy, which included the nomination of a Literacy Leader at the school, who attended 8 learning days, along with the principal. The learning undertaken at these days gave us the guidelines to conduct a stocktake of what was currently happening at school and develop a framework and learning model within the school to support consistency and growth in all areas of literacy. Our goals around student engagement and strengthening our ties with the Rural Cluster were also supported by these initiatives.

Other work completed in 2018, which supported our engagement and wellbeing goals, included the development of an attendance action plan, and involvement in a pilot program that focused on the Student Support Group process, and how to make it a more positive and collaborative process between parents, staff and students. Funding provided from this enabled us to invest time into development of school documents that promoted inclusiveness within our school.

## Achievement

Cobains Primary School is committed to the ongoing development of teaching strategies and the improvement of student outcomes across the school. Our results for 2018 reflect positively on the programs being implemented. With our school families, we have worked as team to enable the children to achieve their full potential in learning.

The school is committed to help the children achieve their personal best. The students collaborate with their teachers to set achievable learning goals for themselves, based on learning behaviours as well as academic achievement. Cobains PS is a learning community in which staff, students and parents all play a role in the social, emotional and academic growth of each individual. All teaching staff attend regular Professional Learning Community meetings both at school and offsite, where they collaborate with other staff from the rural cluster, and the Wellington network. The emphasis of these PLC meetings is focused on building teacher capacity around knowing the Victorian Curriculum and what is essential to learn, as well as unpacking and developing their competency in the use of High Impact Teaching Strategies (HITS) such as goal setting and feedback, to improve the literacy and numeracy outcomes for all of our students.

Our NAPLAN results and the results collected via assessment processes implemented across the school, generally reflect consistency and staff have analysed data to identify areas needing improvement, with a range of strategies being put in place to address this need. The consistency between NAPLAN and teacher judgement demonstrates the time devoted by staff to comprehensive planning, assessment and moderation of student's work. When comparing our results to those of our 2017 data, we have shown improvement in Naplan results in most areas, including our 4 year growth data. We are also achieving similar results compared to schools with a similar profile to ours. Whilst we will continue our focus on Numeracy with our involvement in the PLC initiative, 2019 will see the implementation of the learning we have done as part of the Literacy Leaders initiative during 2018. This includes continuing our involvement in the program, as well as consistent use of our learning model in all classrooms, teacher involvement in mentoring, observation and feedback on practice, and the implementation of HITS, focusing on those related to student agency, within the classroom setting. Some equity money will also be put into building up classroom libraries which provide student access to a range of text types, including magazines, charts, classroom constructed texts and non fiction.

2019 will also see a focus on the mechanics aspect of literacy- spelling, grammar and punctuation, as this has been an area of weakness for some time. to address this need we will be focusing on targeted lessons and applying skills in authentic writing tasks, such as letter writing, as well as the continued use of the Spelling Mastery and Phonics approaches. Student progress will be monitored throughout the year to assess the effectiveness of these strategies.

## Engagement

Student attendance is a priority at Cobains Primary School. The school works closely with families to support and encourage students. As a team we discuss ways to alleviate stress and disengagement. We recognize the link between student engagement and regular attendance. We want everyone to feel a part of the team. We want our students to be excited about coming to school. Our goal is to encourage students to be accountable and responsible.

Children are engaged in learning as staff continually research ways to make learning interesting and fun. In our school the emphasis has been placed on student leadership particularly our senior students. Initiatives include school captains, school leaders and student organization of events. Our leadership teams, including School Captains, Junior School Councillors, Sports Captains, Environmental Captains and Peer Mediators, receive training

at a school level to help them undertake their specific roles and responsibilities, with a large degree of autonomy, and support and guidance from staff when required. All of our leadership roles are elected by the students, using a process of public speaking and secret ballot.

The opportunity for students to provide input into their learning is an important part of the learning process at Cobains, and as part of our focus for 2019 students will be provided with regular opportunities to seek and give feedback, reflect on their learning and be involved in setting their own learning and social goals.

Cobains Primary School has implemented a number of strategies to support the various transitions that our students make throughout their time at school.

Our Prep transition is aided by a transition program conducted during term four of the previous year. This pre-prep program, conducted over a number of weeks, enabled our new students and families to gain familiarity with our facilities and begin to build relationships with staff and students. A buddy system is also set up to provide links with the wider student body. Transition through the school is greatly assisted by small class sizes.

Our exiting year six students enrol at a range of local government, Catholic and Independent Schools. To assist this transition our school is actively involved in a Sale rural transition program which enables students to visit secondary colleges and participate in preparatory activities with their peers.

Because of our comprehensive team building activities, the children are encouraged to feel a part of a supportive team that extends beyond primary school gates.

In 2018 staff worked together to address the issues of non attendance, and late arrival at school. Being an out of town school, where many students have to travel by car, we have a high rate of late arrivals, with most students arriving around 5-10 minutes after the bell has gone. To encourage families to be on time, we timetabled spelling at the beginning of each day, so that learning was happening the moment they walked in the door, rather than having a fitness activity to begin the day.

When looking at our attendance data from 2018, there is a significant improvement from the 2017 data, with all classes, except one having 90%+ attendance for the year. The lower attendance rate in the senior class was due to chronic absence from a few students, and the school worked with the Wellington attendance officer, as well as social workers, and other key personnel to improve attendance.

In 2019 we aim to continue to improve our attendance data, by providing incentives to be at school and celebrating students with 95% attendance or above, as well as class celebrations every time they have all students attending, regardless of arrival time.

## Wellbeing

The school has a clearly outlined student code of conduct supported by a whole school behaviour management strategy and we work with parents and carers to support our students. We use the Schoolwide Positive Behaviours program to learn about our values of Respect, Accept and Try your Best, and how they are applied both in the school environment and in the wider community. At the beginning of each year, students spend time revisiting and adapting our matrix of behaviours, which reflect our school values and provide guidelines positive behaviour in different situations, with an emphasis on keeping our children safe and secure.

As with most small school environments, at Cobains all staff are able to form positive and supportive relationships with all students, and this enables us to tune into students who may require extra support from time to time. Students with specific social or emotional needs are matched with staff mentors, who touch base regularly, over a hot chocolate or game of Uno, to check how things are going and provide extra support when needed. Our Peer Mediators are also trained to help out students in the yard who may need extra support.

In line with our School Wide Positive Behaviours program, our discipline process is based on restorative practices.

All students have the right to be heard, and issues are dealt with in a fair and private manner, with the aim being reflection and support for students to change behaviours, to ensure they match with our school values.

Our student and parent surveys reflect a general feeling of wellbeing within our school, and students also have regular opportunities to provide feedback on specific aspects of wellbeing, through the use of surveys designed to gather data on targeted areas. We have shown improvement on our 2017 data for student connectedness to school and managing bullying, and we are currently sitting above the average for Victorian schools in both areas.

In 2019 we will be focusing on our SWPBS program to ensure it is relevant to our school context, and that it is implemented consistently with all staff, for all students. We will undertake training, develop an action plan and devote regular staff meetings to understanding our students specific needs and the best ways we can support their social and emotional growth to enable maximum learning potential. Our new buildings have also been furnished with this in mind, providing a flexible environment for students to choose a space that provides for their learning needs.

### **Financial performance and position**

Cobains Primary School is in a sound financial position. There is a strategic approach to program budgets, revenue and expenditure, which are closely monitored by School Council to ensure funds are being used for maximum impact on student learning and maintaining a safe educational setting. In 2018 the budget focus was on the major priorities established in our School Strategic Plan and Annual Implementation Plan. Education State Equity Funding was used to implement professional learning strategies to support improvement in teaching and learning practices by providing CRT replacement for staff to attend professional development. The annual result showed a surplus amount.

Due to changes in staffing, our SRP allowed us to have a reasonable surplus at the end of 2018. Our Parent Club had a reasonable year for fundraising and these funds help the school as well. This year, as in past years, the parents cater for the Marlay Point Yacht Race, held in March, and usually raise between \$2000 and \$3000 for the school. Changes in management of this event, and the inclusion of a number of other food trucks, meant that profits this year were slightly down on past years. This year we our parents club also held two events at the local Greyhound Racing centre, which raised additional funds between \$2000 and \$3000

Last year we obtained a grant through the department to support the schools involvement in the PLC initiative, which targeted the development of a PLC process within the school, to improve student outcomes in numeracy. As we joined this initiative as part of a cluster of schools, we also received additional funding to support the ongoing implementation of this program, and this funding enabled us to purchase assessment resources to support the program. This year we also received grants to support upgrading our communication system to improve attendances data, involvement in the Area Reading strategy and a significant amount to help us develop our documentation and strategies for providing an inclusive learning environment.

The school was also fortunate to receive a sizable grant for the improvement of the school's buildings, and in 2018, the school underwent major renovations, including the conversion of current classrooms into flexible learning spaces, which has brought our learning environments into the 21st century.

Financial commitment for the following year includes the Fred Amiet Scholarship, which was set up a number of years ago when the school received funds for this purpose from the family of a past pupil.

Going into 2019 with surplus funds will enable us to begin to make improvements in the outdoor school environment, including the development of play spaces which promote collaborative and imaginative play, which will address the changing needs of the students attending Cobains Primary School.

## 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 34 students were enrolled at this school in 2018, 12 female and 22 male.

0 percent were EAL (English as an Additional Language) students and 0 percent 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><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Similar</p>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>38%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>50%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>38%</td> <td>50%</td> <td>13%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>50%</td> <td>25%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	50%	25%	Numeracy	38%	38%	25%	Writing	38%	50%	13%	Spelling	38%	50%	13%	Grammar and Punctuation	50%	25%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	25%	50%	25%																							
Numeracy	38%	38%	25%																							
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Spelling	38%	50%	13%																							
Grammar and Punctuation	50%	25%	25%																							

## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b>            A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 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>91 %</td> <td>91 %</td> <td>91 %</td> <td>97 %</td> <td>95 %</td> <td>90 %</td> <td>76 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	91 %	97 %	95 %	90 %	76 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	91 %	97 %	95 %	90 %	76 %										

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

## Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$524,143	High Yield Investment Account	\$38,599
Government Provided DET Grants	\$122,971	Official Account	\$4,852
Government Grants Commonwealth	\$3,777	<b>Total Funds Available</b>	<b>\$43,451</b>
Revenue Other	\$3,539		
Locally Raised Funds	\$20,198		
<b>Total Operating Revenue</b>	<b>\$674,627</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$26,937		
<b>Equity Total</b>	<b>\$26,937</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$484,741	Operating Reserve	\$20,428
Books & Publications	\$61	School Based Programs	\$4,522
Communication Costs	\$9,871	Asset/Equipment Replacement < 12 months	\$17,102
Consumables	\$16,434	<b>Total Financial Commitments</b>	<b>\$42,052</b>
Miscellaneous Expense <sup>3</sup>	\$17,347		
Professional Development	\$1,717		
Property and Equipment Services	\$35,372		
Salaries & Allowances <sup>4</sup>	\$41,919		
Trading & Fundraising	\$3,456		
Utilities	\$2,591		
<b>Total Operating Expenditure</b>	<b>\$613,509</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$61,118</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

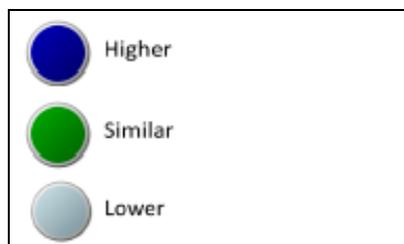


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').