

2018 Annual Report to The School Community



School Name: Ouyen P-12 College (8220)



- 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 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 30 April 2019 at 04:49 PM by Daniel Nemtsas
(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 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 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 01 May 2019 at 01:33 PM by Lara Wakefield
(School Council President)

About Our School

School context

School context

Ouyen P-12 College is in the North Western Region of Victoria. The school offers a broad curriculum at all year levels with specialist PE, Music, Art, Science and Technology classes delivered in the primary years of schooling.

Ouyen P-12 College has a strong transition program at Years 6-7 with Ouyen Year 6 students participating in Technology and Art subjects with secondary teachers throughout the year and students from feeder schools attending for one day each week throughout Semester Two to be involved in a range of subjects in order to plan for a smooth transition into secondary schooling. The school operates a Flying Start Program for preschool children transitioning into Foundation. Ouyen P12 is a member of the Mallee Education Cluster, which includes five other P-12 schools and two smaller primary schools. Ouyen P-12 College has a long and proud history of academic excellence and is recognized for its excellent results at Year 12 both in VCE and VCAL; as well as for providing students with a wide range of extra-curricula programs.

The school has an overall socio-economic profile in the low range based on the SFOE.

A total of 231 students were enrolled at this school in 2018, 113 female and 118 male. 0 percent were EAL (English as an Additional Language) students and 6 percent ATSI (Aboriginal and Torres Strait Islander) students.

Framework for Improving Student Outcomes (FISO)

Framework for Improving Student Outcomes (FISO)

- Build teacher capacity to support high rates of student literacy, numeracy outcomes and learning, growth and development across all KLA's
- Build teacher capacity to support students who have experienced trauma to enable improved student learning and well-being

Positive Climate for Learning - Empowering students and building school pride

- Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and wider community.
- Create opportunities for improved student voice in learning and greater understanding of themselves as learners.

Achievement

Achievement

Primary

In the primary sector we have seen great results in Literacy with the school achieving high results above the state benchmarks but we have more work to do to have high growth in writing from grade 3 to 5. We feel by implementing the VCOP it will directly improve our growth results. In Numeracy we have seen an improvement in our NAPLAN Data but we are still behind state in our NAPLAN results. Our growth in numeracy from grade 3 to 5 has had an improvement and a credit to the work being done by the teachers but we need further investigation of why we had low growth.

We see last year's results in Absence, Connectedness to School and Bullying results higher than state levels. We have reviewed the data and are now focusing on student agency and student feedback (PIVOT) to enable children to reflect on their survey answers and how they are interpreted.

Secondary

In the 7-10 we see strong results in Literacy and Numeracy which are above state benchmarks. We will need to investigate further why our growth with our yr 9 numeracy is not as strong as in past years.

When looking at growth rates for our children in years 5-7 and 7-9 we are very solid in improving children growth over the two year period in literacy and numeracy. The one area for further investigation is our spelling growth from year 7-9. Even though it has lowest high growth it still has the highest medium growth. It is once again great to acknowledge our VCE students getting a higher study score than state benchmarks.

Engagement

Primary

We see last year's results in Absence, Connectedness to School and Bullying results higher than state levels. We have reviewed the data and are now focusing on student agency and student feedback (PIVOT) to enable children to reflect on their survey answers and how they are interpreted.

Secondary

We see last year's results in Absence data show Ouyen P12 has attendance data better than State benchmarks but it is still a major factor we continue to focus on to help improve student outcomes. Our aim is to be in the High school comparison area.

School Connectedness to School and Management of Bullying results show Ouyen P12 College has better results than state benchmarks. This is attributed to the strong engagement and relationships teachers share with children in creating an environment of high expectation higher than state levels. To ensure we move to the High level in school Comparison we are focusing on student agency and student feedback (PIVOT) to enable children to reflect on their survey answers and how they are interpreted.

Wellbeing

Primary

We see last year's results in Absence, Connectedness to School and Bullying results higher than state levels. We have reviewed the data and are now focusing on student agency and student feedback (PIVOT) to enable children to reflect on their survey answers and how they are interpreted.

Secondary

We see last year's results in Absence data show Ouyen P12 has attendance data better than State benchmarks but it is still a major factor we continue to focus on to help improve student outcomes. Our aim is to be in the High school comparison area.

School Connectedness to School and Management of Bullying results show Ouyen P12 College has better results than state benchmarks. This is attributed to the strong engagement and relationships teachers share with children in creating an environment of high expectation higher than state levels. To ensure we move to the High level in school Comparison we are focusing on student agency and student feedback (PIVOT) to enable children to reflect on their survey answers and how they are interpreted.

Financial performance and position

Financial performance and position

In 2018 the school showed a surplus of \$508,554. This included an operating reserve of \$99,138. The school was holding \$20,858 for the Mallee Education Cluster and \$10,872.20 for Parents Association to be spent on equipment and educational resources in 2019. The Community Centre had a balance of \$26,833.75 at the end of 2018. Funds have been set aside for further development of the grounds, painting and maintenance of the buildings as well as finishing the new auto building.

For more detailed information regarding our school please visit our website at
<https://www.ouyenp12college.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/secondary school type.*

Enrolment Profile

A total of 231 students were enrolled at this school in 2018, 113 female and 118 male.

0 percent of students had English as an additional language and 6 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: Low

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)	90.8	74.0	66.7	85.5

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)	64.9	58.3	47.2	70.5

PRIMARY YEAR LEVELS

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	85.4	90.1	82.6	95.3	Similar
Mathematics	86.9	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 level 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)	80.0	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	64.3	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	66.7	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	30.8	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)	64.6	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	52.4	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	67.7	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	42.2	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	20.0	50.0	30.0
Numeracy	45.5	36.4	18.2
Writing	27.3	72.7	0.0
Spelling	27.3	45.5	27.3
Grammar and Punctuation	54.5	36.4	9.1

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)	19.0	15.1	12.9	18.1	Lower
Average number of absence days (4 year average)	17.5	15.2	13.2	17.8	Lower

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)	87	90	92	92	86	90	94

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)	65.6	81.1	72.6	89.0	Lower
Percent endorsement (2 year average)	70.3	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)	68.2	81.2	72.2	90.3	Lower
Percent endorsement (2 year average)	72.8	81.8	73.7	89.7	Lower

SECONDARY YEAR LEVELS

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government secondary 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 7 to 10 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	72.5	79.1	64.9	89.9	Similar
Mathematics	73.8	69.4	49.3	85.5	Similar

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

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 7	Reading - latest year	55.6	50.0	37.7	64.5	
Year 7	Numeracy - latest year	59.3	50.8	37.5	66.7	
Year 9	Reading - latest year	50.0	43.7	31.2	58.4	Similar
Year 9	Numeracy - latest year	66.7	44.4	30.4	59.9	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 7	Reading (4 year average)	52.5	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	66.3	51.4	38.1	66.0	
Year 9	Reading (4 year average)	42.5	41.9	30.8	54.9	Similar
Year 9	Numeracy (4 year average)	59.7	41.8	30.1	59.1	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 5 to 7 and year levels 7 to 9 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'.

NAPLAN Learning Gain		Low Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	25.0	58.3	16.7
Year 5 to 7	Numeracy	20.8	58.3	20.8
Year 5 to 7	Writing	34.8	43.5	21.7
Year 5 to 7	Spelling	26.1	47.8	26.1
Year 5 to 7	Grammar and Punctuation	21.7	56.5	21.7
Year 7 to 9	Reading	26.7	40.0	33.3
Year 7 to 9	Numeracy	14.3	64.3	21.4
Year 7 to 9	Writing	35.7	42.9	21.4
Year 7 to 9	Spelling	21.4	71.4	7.1
Year 7 to 9	Grammar and Punctuation	14.3	64.3	21.4

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including Government and non-Government schools) is set at 30.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	28.3	27.1	25.3	29.7	Higher
Mean Study Score (4 year average)	29.7	27.4	25.3	29.6	Higher

Students in 2018 who satisfactorily completed their VCE: **100 percent.**

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **50 percent.**

VET units of competence satisfactorily completed in 2018: **100 percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **100 percent.**

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 Student 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)	18.4	20.6	15.9	25.1	Similar
Average number of absence days (4 year average)	16.5	20.2	16.0	24.5	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	91	89	91	89	91	93

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	64.7	75.0	66.7	81.7	Lower
Retention (4 year average)	73.7	75.0	66.2	80.4	Similar

Students exiting to further studies and full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	95.7	91.7	83.1	99.3	Similar
Student Exits (4 year average)	97.8	91.6	83.5	97.7	Higher

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

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 7 to 12.

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)	59.6	53.1	43.3	63.2	Similar
Percent endorsement (2 year average)	56.6	52.9	44.5	61.9	Similar

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 7 to 12.

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)	67.3	56.7	47.0	68.0	Similar
Percent endorsement (2 year average)	66.3	56.0	47.5	66.4	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$3,805,113
Government Provided DET Grants	\$586,645
Government Grants Commonwealth	\$1,420
Government Grants State	\$8,450
Revenue Other	\$12,015
Locally Raised Funds	\$168,897
Total Operating Revenue	\$4,582,540

Equity ¹	Actual
Equity (Social Disadvantage)	\$207,962
Equity (Catch Up)	\$8,925
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$216,887

Expenditure	Actual
Student Resource Package ²	\$3,271,390
Adjustments	\$0
Books & Publications	\$1,663
Communication Costs	\$5,651
Consumables	\$106,006
Miscellaneous Expense ³	\$97,572
Professional Development	\$31,517
Property and Equipment Services	\$406,457
Salaries & Allowances ⁴	\$57,364
Trading & Fundraising	\$12,544
Travel & Subsistence	\$19,675
Utilities	\$64,146
Total Operating Expenditure	\$4,073,986
Net Operating Surplus/-Deficit	\$508,554
Asset Acquisitions	\$13,895

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$308,510
Official Account	\$35,411
Other Accounts	\$0
Total Funds Available	\$343,920

Financial Commitments	Actual
Operating Reserve	\$99,138
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$10,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$61,259
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$50,000
Capital - Buildings/Grounds < 12 months	\$40,000
Maintenance - Buildings/Grounds < 12 months	\$80,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$340,397

- (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?

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.

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').