

2019 Annual Report to The School Community



School Name: Ashburton Primary School (4317)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 17 March 2020 at 10:03 AM by Margaret Staley (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 19 March 2020 at 01:21 PM by Keats Brydon (School Council President)

About Our School

School context

Ashburton Primary School is a government education setting, located 12 kilometres East from Melbourne in the Boroondara Local Government Area and is part of the North Eastern Region of Victoria. It has been providing public primary education since 1928 and currently has a student population of 590 from Foundation to Year 6. Our aim is to make every child's educational journey a positive, enriching experience and equip them with the skills to actively contribute to their community.

Our vision at Ashburton Primary School is a dynamic learning community where students are nurtured to grow and flourish. Our purpose is to engage and challenge students to achieve their best.

Our students are expected to:

- *Be Safe
- *Be Respectful
- *Be a Learner

Our imperatives are:

- *Safety, people, culture
- *Organisational capacity and capability
- *Consistent teaching and learning framework

Our approaches are:

- *Positive behaviour
- *Evidence based teaching practice
- *Partnerships
- *High expectations

Context

We recognise and understand that students need a positive environment where they feel safe, secure and respected, for true authentic learning to take place. A dedicated team of professionals apply their skills and knowledge to personalise student's learning and collaborate together, whilst developing strong relationships. Staff surveys confirm satisfaction in the school climate in particular the development of professional knowledge and practice. The culture of a learning community is fostered through educational programs that cater for a range of abilities physically, emotionally, socially and cognitively to ensure our students flourish. This means our students will develop learning habits to ensure success in life.

Ashburton Primary School offers a broad curriculum for its students with explicit focus on Literacy and Numeracy. Ashburton Primary School is proud of its achievements in student learning. Our specific focus on differentiation, emphasising metacognitive thinking and multiple exposure opportunities during Literacy and Numeracy have aided our students to be performing at or above age expected standards in both English and Mathematics according to NAPLAN results. Implementing the Writer's Workshop approach across the whole school, with a particular focus on zoning in on the craft of writing through effective conferencing and mini lessons, feedback and goal setting. Our teacher judgement of student achievement indicates that we are performing well above the median when compared with students in other Victorian Government Primary schools. This has been coupled with a whole school philosophy in numeracy based around the 4 proficiencies and thinking like a mathematician and ongoing focal point with different approaches used to target different year levels needs, including Readers workshop and SMART spelling, has resulted in outstanding results.

Teachers plan and work in collaborative teams, emphasis is on understanding student data to drive learning and teaching programs ensuring a viable and innovative curriculum. The Victorian Curriculum areas of Science, Humanities (history, geography, economics), Health, Civics and Citizenship, Design, Creativity and Technology are taught through an integrated approach titled 'Connected Learning'. Connected Learning is based on the development of students to be

actively engaged in their learning as co-designers and co-learners. 'Big ideas' rather than subject specific content leads students to use their knowledge and skills to solve real world, purposeful and authentic problems. They use critical thinking to connect concepts and respond to their learning with action. Each term, the whole school focuses on a 'big idea' and students investigate these concepts at a developmentally appropriate level, meeting mandated curriculum expectations. Currently all students have weekly sessions in Japanese, Physical Education, Performing Arts, Visual Arts and Library; inter-school sport, camps, excursions, special activity days, lunchtime clubs and extra-curricula activities further extend students' learning . In 2019, the State Wide Positive Behaviour Support (SWPBS) commenced , providing a framework for whole school positive behaviour management; 'play based learning' was introduced in Foundation' to assist children's social skill development and the 1:1 BYOD commenced in Years 3 & 4 and 'open classrooms' each term for parents to connect and engage with student learning. Our focus has continued to build teacher capacity in using digital technologies, through regular, short professional development sessions and extended, dedicated workshops for all staff. Teachers have ipads to develop their own skills to engage students in their learning.

Facilities

A total of \$9.3 million has been spent on redeveloping and refurbishing the school through Commonwealth and Federal government grants and school generated funds. Our learning spaces provide an education that is contemporary, relevant and rigorous that allows for team teaching. Three light filled pods of classrooms offer flexible learning spaces, access to presentation areas, wet areas and connect seamlessly with the outside and have been built around a central plaza, looking onto the historical double storey main building. The 4-6 learning suite occupies the upper floor with the lower floor for administrative purposes. The Arts Precinct houses a purpose built art studio and library. The gymnasium complex includes a full sized basketball stadium adjoined to the Performing Arts Hall, commercial kitchen, dance studio, internal toilets and access to community rooms. The upgrade or replacement of the two relocatable (4 classrooms) is a high priority for the school to ensure that all students have access to modernised learning spaces that met the needs of 21st century learners.

Community

The partnership with parents is an integral component of the school. Parents have high aspirations for their children and enthusiastically support programs. The school community provides strong support for the school through active involvement in School Council, Class Representative System, learning programs, camps / excursions and social and fundraising activities. Each year our fundraising activities contribute generously to locally raised funds that support Department of Education funds to run our school. We greatly appreciate the efforts of our school community who show support and enthusiasm for all that occurs within our learning community.

Our school has developed community partnerships to promote engagement and positive behaviours. We continue to work closely with early educator providers to ensure an exemplary Kindergarten to Foundation transition program. Independent parent surveys indicate a high level of satisfaction with the program and parents feel well prepared and informed. Anecdotal feedback from various independent and government schools indicate that students are well prepared for Secondary School. In 2019, 51% attended a government secondary school and 49% to an independent secondary school.

Framework for Improving Student Outcomes (FISO)

2019 FISO Improvement Priorities

- Excellence in teaching and learning
- Positive climate for learning

2019 FISO Improvement Initiatives

- Building practice excellence
- Empowering students and building school pride

The school review highlighted the following highlights as successful indicators of the schools growth:

- * We are a great school that continues to improve.
- * A sense of community from students, staff and parents including cohesion and a sense of belonging.
- * Students are actively engaged in their learning, next steps are to focus on student agency.
- * Teachers connect with professional learning, next steps to focus on precision and rigour.

The Strategic Plan (2019-2022) goals are:

- *Improve student learning growth.
- *Develop student voice, leadership and agency to empower student learning.
- *Strengthen student connectedness and engagement.

Achievement

Student Achievement goals

Our focus in 2019 was to improve student outcomes in Numeracy and Writing from Prep- Year 6. Targets were set to increase the percentage of year P-6 students above expected Victorian Curriculum standards (this equates to 6-12 months ahead) using teacher judgement in Literacy and Numeracy.

2019 Target Outcomes

To improve student learning growth.

NAPLAN - Numeracy:

High Growth- Targets

Increase the top 2 bands in numeracy for Year 5 females from 38% to 45%: Achievement - 62% of Year 5 females

Increase the top 2 bands in writing for Year 5 males from 25% to 30%: Achievement - 25% Year 5 males

Increase the top 2 bands in numeracy for Year 3 males from 69% to 74%: Achievement - 68% Year 3 males

Reduce low growth in Numeracy from 35% to 30%: Achievement - 3% low growth in Numeracy

NAPLAN - Writing:

Low Growth- Targets

Reduce the bottom two bands in numeracy for Year 5 females from 11% to 5%: Achievement - No student in bottom 2 bands

Reduce the bottom two bands in reading and writing for Year 3 males from 7% to 3%: Achievement - 7% of Year 3 males in writing and no Year 3 students in bottom 2 Bands in reading

Reduce low growth in writing from 14% to 12 %: Achievement - 10% low growth in writing

Teacher Judgements:

Increase the percentages of students performing above expected levels as follows:

- * Reading from 70% to 73%: Achievement - 70% (99% at or above)
- * Writing from 50% to 53%: Achievement - 50% (98% at or above)
- * Speaking & Listening from 46% to 50%: Achievement - 46% (99% at or above)
- * Numeracy from 57% to 60%: Achievement 57% (98% at or above)

School Staff Survey

Improve the % positive outcomes for the following factors on the School Staff Survey:

- * Teacher collaboration from 78% to 85%: Achievement - 85%
- * Instructional leadership from 70% to 73%: Achievement - 81%
- * Feedback from 70% to 73%: Achievement - 78%
- * Professional learning targeted to improve literacy and numeracy from 91% to 93%: Achievement - 85%
- * Understand how to analyse data from 65% to 68%; achievement - 70%

Highlights

Appointment of Learning Specialist to ensure the latest research in numeracy understanding is being applied by

teachers with a focus on the four proficiencies of fluency, reasoning, understanding and working mathematically.
Whole school professional learning focus on Writer's Workshop and numeracy.
Weekly planning in year level teams to ensure consistency and quality of teaching practice.
Professional Practice Days used strategically to build teacher capacity to maximise learning and teaching.
Whole school spelling approach using SMART Spelling.
Essential Assessments used as a basis for moderating, assessing and planning to student point of need.

Future directions

The implementation of Professional Learning that meets individual needs based on HITS with a particular focus on differentiated teaching and metacognitive strategies.
The revision of the whole school assessment schedule reflecting a consistent approach to assessment F-6.
consistency of team planning documentation.
The implementation of the school instructional model and current DET initiatives.
Ensure the Rich Assessment Task is achieved as outlined in MAPPEN.
Use the planned curriculum as outlined in MAPPEN to delivery Victorian Curriculum learning outcomes in all areas.
Co-construct, share and evaluate student learning goals in literacy and numeracy.

Engagement

Student Engagement goals

Our focus in 2019 was to provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community.
Targets were set to monitor a positive climate for learning.

Engagement - Student Engagement goals

Our focus in 2019 was to provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community.
Targets were set to monitor the engagement and agency of students

AToSS

Improve the % positive outcomes for the following overall factors through addressing individual cohort variations:
* Stimulating learning from 84% to 86%: Achievement - 72% overall Year 4: 54%, Year 5: 81%, Year 6: 83%
* Differentiated learning challenge from 81% to 83%: Achievement - 81% overall Year 4:74%, Year 5:87%, Year 6: 85%
* Student voice and agency from 67% to 70%: Achievement - 63% overall Year 4: 55%, Year 5:63%, Year 6: 73%
* Self regulation and goal setting from 83% to 85%: Achievement - 83% overall Year 4:74%. Year 5:86%, Year 6: 90%

Highlights

Improvement in teacher judgement on critical thinking.
Students and staff using a variety of learning technologies to consume, create and produce.
BYOD implementation for Year 3 and 4
Connected Learning using MAPPEN as the documented curriculum.
Introduction of Play Based Learning in Foundation (Prep)
Improvement in teacher judgement on critical thinking.
Students and staff using a variety of learning technologies to consume, create and produce.

Future directions

Professional Learning that meets individual needs based on HITS with a particular focus on feedback and metacognitive strategies.
Ensure the Rich Assessment Task is achieved as outlined in MAPPEN.
Use the planned curriculum as outlined in MAPPEN to delivery Victorian Curriculum learning outcomes in all areas.
Co-construct, share and evaluate student learning goals in literacy and numeracy.

Wellbeing

Student Wellbeing goals

Our focus in 2019 was to empower students and building school pride with a focus on respect.

Student AToSS

Improve the % positive outcomes for the following overall factors through addressing individual cohort variations:

- * Non experience of bullying from 88% to 90%: Achievement - 91%
- * Learning confidence from 83% to 86%: Achievement - 77% overall Year 4: 75%, Year 5: 73%, Year 6: 82%
- * Motivation and interest from 84% to 87%: Achievement - 72% overall Year 4: 63%, Year 5: 74%, Year 6: 90%
- * School Connectedness from 84% to 87%; Achievement - 78% overall Year 4: 75%, Year 5: 75%, Year 6: 85%
- * Teacher concern from 68% to 71%: Achievement - 69% overall Year 4: 61%, Year 5: 74%, Year 6: 79%

Highlights

The successful implementation of SWPBS with whole school focus, moving towards Tier 2 implementation.

The SMILE program.

Improvement in teacher judgement on critical thinking.

A range of Lunchtime programs to support vulnerable students

Evaluate and co-create our Student Engagement and Inclusion policy with input from staff, students and parents.

Be able to see all community members demonstrate respect and value the views of others.

Future directions

Continue the implementation of School Wide Positive Behaviour that meets the needs of the entire school community.

Ensure appropriate time is given to the SWPBS team to develop the framework, communicate with staff and attend relevant PD.

Collect and collate input from students and staff to create school behaviour matrix.

Be able to observe changes in student behaviour.

Be able to see staff recognise positive student behaviours.

Be able to see Student Leaders articulating the success to the student body at assemblies.

Be able to hear all staff using the language in the SWPBS framework.

Financial performance and position

All funds received from the Department of Education (DET), 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 DET policies. Each year the Ashburton Primary School Finance Committee seeks to implement a balanced budget, with expenditure items directed towards supporting and enhancing the learning environment for our students. This has been achieved through sound financial management practices and community fundraising. The changes to school bank accounts for locally raised funds (investment accounts) to maximise interest returns have been closed in accord with government policy. The High Yield Account is Westpac and the Official Account is the Bendigo Bank. The 2018 SRP surplus (staffing) was allocated to playground development in 2019 thus reducing the 2020 SRP surplus. We received a \$28,000.00 funding boost for equipment and the school Uniform shop moved off-site to Primary School Wear.

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

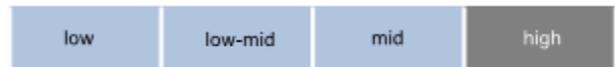
Enrolment Profile

A total of 592 students were enrolled at this school in 2019, 288 female and 304 male.

13 percent were EAL (English as an Additional Language) students and 1 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

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Above ●</p> <p>Above ●</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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

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

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>55%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>9%</td> <td>45%</td> <td>46%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>53%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>55%</td> <td>31%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>49%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	55%	18%	Numeracy	9%	45%	46%	Writing	23%	53%	24%	Spelling	14%	55%	31%	Grammar and Punctuation	23%	49%	28%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>94 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	93 %	94 %	94 %	94 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	93 %	94 %	94 %	94 %										

Performance Summary

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 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Similar ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,421,282	High Yield Investment Account	\$53,069
Government Provided DET Grants	\$550,709	Official Account	\$33,258
Government Grants Commonwealth	\$19,036	Other Accounts	\$34,038
Revenue Other	\$11,731	Total Funds Available	\$120,365
Locally Raised Funds	\$636,803		
Total Operating Revenue	\$5,639,560		
Equity¹			
Equity (Social Disadvantage)	\$13,724		
Equity Total	\$13,724		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,291,947	Operating Reserve	\$120,365
Books & Publications	\$8,782	Funds Received in Advance	\$113,759
Communication Costs	\$8,416	School Based Programs	\$47,165
Consumables	\$101,785	Total Financial Commitments	\$281,290
Miscellaneous Expense ³	\$473,175		
Professional Development	\$34,926		
Property and Equipment Services	\$224,354		
Salaries & Allowances ⁴	\$192,869		
Trading & Fundraising	\$50,959		
Utilities	\$60,865		
Total Operating Expenditure	\$5,448,077		
Net Operating Surplus/-Deficit	\$191,483		
Asset Acquisitions	\$147,370		

- (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 26 February 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

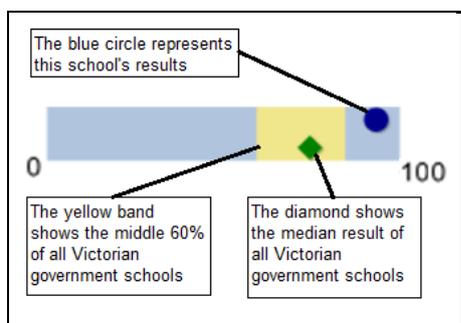
Engagement

- student attendance and engagement at school
- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



What does '*Data not available*' or '*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').