

2018 Annual Report to The School Community



School Name: Narre Warren North Primary School (1901)



- 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 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 05 March 2019 at 03:52 PM by Connie Vandervoort (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 05 March 2019 at 04:10 PM by Cathy Maher (School Council President)

Narre Warren North Primary School (1901)

About Our School

School context

Narre Warren North Primary School is in the City of Casey. In 2018 our school had an enrolment of 351 students. There were 15 grades. 4% of students had English as an additional language and 1% were Aboriginal.

At our school we work as a supportive learning community where all students are motivated and challenged to take responsibility for their own learning. The school motto is 'We Can', the aim being for all children to reach their full potential. Our school community values Honesty, Persistence, Resilience, Respect and Responsibility. Our school's vision is to prepare young people to become active, engaged and responsible citizens of the local and global community. It aims to prepare students to live in a dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features.

Literacy and Numeracy are important focuses at all levels of our school. The development of knowledge and skills through an Inquiry Learning approach is also highly valued. A comprehensive eLearning program supports classroom programs. In 2018 every classroom had an Interactive Whiteboard or TV. Students in Grades 2 to 6 had 1-1 access to chromebooks all day everyday. Students in Grades Prep and 1 had access to iPads and chromebooks (1 device between 2 students). Our aim is for all students to have 1-1 access to a device by the end of 2019. Specialist programs in 2018 were provided in Visual Arts, Physical Education, Science and Languages Other Than English (Indonesian/Auslan). Performing Arts was taught in classrooms. A whole school coordinator was appointed to coordinate special events. Our school has a Program for Students with Disabilities, catering for a range of students with special needs. A Literacy Support Program, the Toe by Toe Program, Daily Reading and Speech Therapy Assistant Program, are in place for students at risk.

Further opportunities for students are provided through extension programs such as 'Thinking Outside the Box'. To support and enhance the curriculum, the school offers a variety of programs and opportunities to develop and showcase individual student interests and talents, including Family Life, Life Education, Perceptual Motor Program, Transition Programs, Student Leadership and Sporting Programs, Camps, Swimming, Interschool Sport, Production, Talent Quest, Choir, Recorder, Guitar, Excursions and Incursions, Parent Education Programs, Buddies, Show Day and Clubs. Empowering students and building school pride by giving students more voice and choice, and opportunities to provide teachers with feedback on their learning, has been a priority in 2018.

Student Wellbeing is recognised as vital for productive learning. A comprehensive Social Skills/Social Emotional Learning Program based on the '5 Golden Rules' and school values is in place. A whole school Behaviour Management Program has been implemented to provide consistency across the school. A Chaplaincy Program ran two days a week (extended in 2019) to support our school community and plays a key role in helping children cope with the challenges and stresses of life. Restorative Practices build positive relationships and develop social and emotional competencies in young people and focuses on repairing the harm and making things right. Mindfulness has also been a focus in this area in 2018. Positive reinforcement is a feature of our school and student achievement is regularly recognised and acknowledged. Student Leadership programs, including School Captains, House Captains and Junior School Council, are highly valued.

A Pathways to Prep Program provides pre-school children with a smooth, enjoyable and secure start into a school based environment. This program ran for 6 weeks in Term 4. Little Possums also ran for 3 year old children in the community during Terms 3 and 4.

Community involvement is strongly encouraged and is an important component of our school. There is strong parental involvement in a variety of school programs, particularly in Literacy support, camps, excursions and sporting events. We have approximately 150 parents and volunteers with a Working With Children Check who support school programs. Student development is viewed as a shared responsibility between home and school. School Council is committed to improving facilities to enhance and cater for our students' learning and social needs.

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Our Parents' and Friends' Club continued to work tirelessly in 2018 to raise funds for our school. This school had 25.2 equivalent full time staff - 2 Principal Class, 18.2 Teachers and 5 Education Support Staff.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence:

In 2018 the school's priority was to continue implementation and consolidation of the CAFÉ Program based on best practice. We focussed on strengthening the program and building consistency within teams through the development of non-negotiables in the delivery of teaching Reading.

Teachers participated in Writing Acton Research in order to implement a whole school Writing approach in 2019. A draft consistent whole school instructional model; and the development of shared professional practice with high-impact teaching strategies and collaborative processes to monitor and track student progress was developed. In 2019 our intent is to implement the whole school instructional model, build teacher capacity in English and Mathematics; implement the devised whole school Writing Program and participate in the Professional Learning Communities Program to assist teachers to improve their teacher practice.

Through the development of a collaborative approach to professional learning; and through shared teaching and learning program development and feedback; student and school outcomes will improve.

Setting Expectations and Promoting Inclusion/Empowering Students and Building School Pride:

In 2018 we implemented a consistent approach to behaviour management across the school. We implemented a shared approach to supporting the health, wellbeing, inclusion and engagement of all students, including setting behaviour expectations, building teachers' understandings of positive classroom behaviour and engagement practices, and ensuring students have the tools and skills to develop positive and self-regulating behaviours. Students were given a voice in the learning process through regular feedback to teachers and collaborative decision making.

Teachers participated in Watching Others' Work sessions and the implementation of feedback provided to improve practice. In 2018, teachers implemented feedback strategies in classrooms so students were aware of their strengths and areas for improvement.

Our intent in 2019 is to implement our developed Social Emotional Learning and Ready to Learn Programs as well as to continue to provide students with further opportunities to give feedback about their learning and receive effective feedback from teachers and peers. Teachers will continue to participate in the WOW process with a greater emphasis on self-reflection and individual goal setting. Teachers will participate in the PLC Inquiry Model and provide feedback to team members to improve teacher practice and student outcomes.

In 2019 a focus for our whole school is Building a Culture of High Expectations.

Achievement

Narre Warren North Primary School has continued to produce consistently good results. School data shows strong performance against state benchmarks at each year level. When compared to all Victorian Government schools, our students are performing similarly to what is expected in English and Mathematics but better than the median of all Victorian Government primary schools.

In NAPLAN our students participated in the online Naplan tests for the first time. Students are performing extremely well on national Reading and Numeracy tests compared to the State. NAPLAN results for Grade 3 in Reading were higher than the state median. In Grade 5 results were similar to the median. NAPLAN results in Numeracy were similar to the State but higher than the median of schools in both Grade 3 and Grade 5.

All students on the Program for Students with a Disability showed progress at satisfactory or above in achieving their individual goals.

The 2018 Annual Implementation Plan focussed on consolidating the CAFÉ Reading Program; the development of Action Research Teams to investigate and trial Writing programs/approaches; and the development of a draft Instructional Model including non-negotiables in Reading and Mathematics. The LATAR model (Learning Intention/Success Criteria; Activate Prior Knowledge; Teach new information; Apply the Knowledge; Review and Reflection) was adapted for implementation in 2019.

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To develop this priority we strengthened and built consistency and quality of teaching practice across the school through the development of non-negotiables. The use of consistent student assessment data to inform teaching for differentiation was implemented. Teachers differentiated learning and took responsibility for individual and cohort growth in Reading and Numeracy.

The Inquiry learning approach allowed students to actively investigate significant questions about the way the world works.

Information Communication Technologies (ICT) was integrated across all areas of the curriculum. Students in the Senior School (Grades 2-6) had access to ICT all day every day to enhance their learning. Students in Prep and Grade 1 had access to chromebooks (1:2) and iPads.

Maximising learning in English and Mathematics through building practice excellence continues to be a priority for 2019.

In 2019 student learning will be further supported by:

- Implementing a whole school instructional model for English and Mathematics.

- Ensuring a whole school consistent approach to the collection and analysis of data to inform teaching and learning through the PLC Program.

- Consolidating the CAFÉ Reading Program based on best practice and building consistency within teams through the development of non-negotiables.

- Implementing SCRIPTS, our Writing Program, across the school.

Engagement

Students at Narre Warren North Primary School are motivated and engaged in their learning. The Student Attitudes to School Survey results indicate that students have a positive view of our school in terms of teachers, curriculum and peers. Survey results indicate that our performance is similar to other schools.

There is a very good student attendance record at the school which is consistent with other Government schools.

We are slightly below the median due to the large number of families who take extended holidays. Students are acknowledged for high attendance while non-attendance is monitored closely as per the school Attendance Policy.

Parents are contacted for students who have 3 consecutive absences or for students who are often absent or late to school. Students are regularly recognised and acknowledged for being at school all day every day each semester at school assemblies.

Empowering students and building school pride continued to be a major focus area for 2018. Students were given a voice in their learning process through negotiation and collaborative decision making; providing teachers with feedback on their learning; and increasing the use of peer / self-assessment in order to increase students' responsibility for their own learning. The capacity of teachers to communicate clear learning intentions against agreed success criteria and give explicit and timely feedback with students continued across the school.

The use of ICT through collaborative learning gave students scope to be more connected to their learning. Digital coding was implemented for students in Grades 3 to 6. Science became a Specialist Program and STEM Club was introduced.

Student Led Conferences, in Grades 3 to 6, enhanced student responsibility for their own learning.

Enrichment/extension programs have been developed for students working well above the expected level. Flexible student groupings were implemented in Numeracy teaching.

Student Support Groups were established for all students on the Program for Students with a Disability, Koorie students and students in an out of home care situation. Individual Learning Plans were put in place for all these students as well as students working well above or well below their expected level or to assist in social emotional development. These were regularly developed and reviewed in conjunction with parents.

Participation of students in student leadership roles continued with a focus on student voice and active participation in school activities. School leaders were given responsibilities during the year. Their opinions were sought on issues and feedback was gained from students on aspects of school life.

Communication with parents occurred through the use of newsletters, the Website, teachers' edumail accounts, Facebook, Flexibuzz and Qkr!

Empowering students and building school pride to build a culture of student centred learning will continue to be a

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priority in 2019.

In 2019 student engagement will be further supported by:

- Continuing to empower students to take responsibility for their own learning through increasing student choice and voice.

- Continuing to communicate clear learning intentions against agreed success criteria to improve learning outcomes.

 - Giving students opportunities to provide feedback to teachers on their learning.

 - Continuing to embed ICT into the curriculum.

 - Proactively monitoring attendance and ensuring parents seek approval for extended absences.

 - Students setting effective learning goals based on assessment and feedback given.

 - Implementing a STEM Specialist Program.

 - Implementing Performing Arts through classroom and external programs.

 - Building a Culture of High Expectations.

 - Improving communication channels between home and school.

Wellbeing

A goal for 2018 was to engage all students in their learning and develop in each individual a sense of wellbeing and connectedness to school. Developing a common understanding and shared commitment to the implementation of wellbeing approaches, including Mindfulness, the development of Social Emotional Learning (SEL) Planners and Ready to Learn strategies was also a focus.

Students were empowered to take responsibility for their social interactions. Strategies implemented included Restorative Practices, Circle Time, teaching students to have a positive mindset and Bonus Play across the school. Explicitly teaching the social skills to develop social and emotional competencies and developing the SEL Planners was a focus. A consistent approach to behaviour management was implemented through the development of a Behaviour Management Matrix with the students.

In 2018 Component 2 of Kids Matter was implemented. Bully Busters and Cyber Safety programs were delivered to students.

Our school has a comprehensive program in place to accommodate school transitions. There is continuity in programs as students move through all levels of the school and leave at the end of Year 6. End of year transition activities were developed across the school over the last two weeks of Term 4.

The Prep Transition program included our very successful Pathway to Prep Program (6 weeks) and Little Possums (2 terms) for 3 year old children. The buddy system is an important factor in providing a secure, supportive environment for students entering the school at Prep, and at other levels.

Developing a shared commitment to the implementation of wellbeing approaches is our priority for 2019.

In 2019 student wellbeing will be further supported by:

- Continuing to strengthen wellbeing programs across the school.

- Implementing our SEL, Ready to Learn, Bonus Play and Mindfulness Programs.

- Establishing a culture of growth mindsets.

Financial performance and position

There was an operating surplus at the end of 2018. This is a result of funds carried forward allocated to Workforce Planning, Leadership and Professional Development (\$52,020), Building Projects (\$45,000), Furniture and IT Equipment (\$60,608) and Grounds works (\$72,155). Department Grants consisted of the school's Cash Grant, CSEF (Camp, Sport, Excursion Fund), (\$3,720), Chaplaincy Grant (\$20,000), Commonwealth grant for Sporting Schools (\$3,945) and teacher supervision. Locally raised funds included the Essential Items Contributions, camps, excursions and fundraising activities; and donations to the school's Building and Library Funds. Salaries and allowances included payments for Casual Relief Teachers (CRT), Little Possums and Integration Aides (\$112,305). Property and Equipment Services included Buildings and Grounds Works (\$89,721), Refuse and Garbage (\$4,755), Security Safety and Fire Prevention (\$2,673), Contract Cleaning (\$23,503) and sanitation (\$4,868). Fundraising

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expenses totalled approximately \$14,694. Fundraising profit totalled approximately \$10,478. Miscellaneous expenditure included Speech Therapist costs, payments for camps, excursions and activities (\$111,627), ICT equipment (\$43,228) and parent reimbursements. Leased facilities and equipment included the Oval Lease (\$2,000) and the photocopier lease (\$4,116).

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 351 students were enrolled at this school in 2018, 169 female and 182 male.

4 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


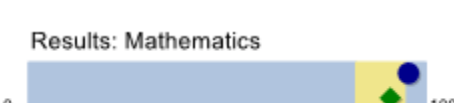


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

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>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>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

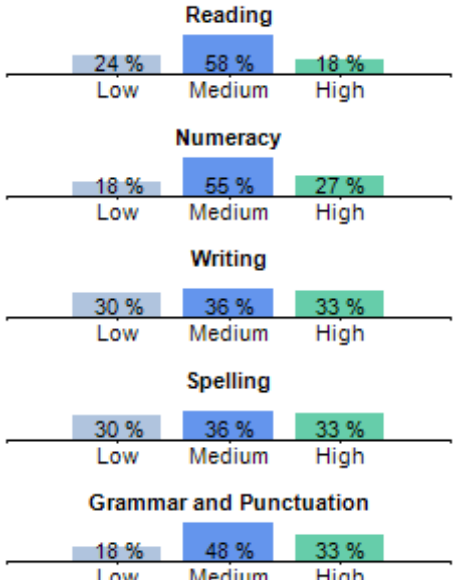
Performance Summary

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>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> Similar</p> <p> Similar</p> <p> Similar</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> 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>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>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>24%</td> <td>58%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>55%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>36%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>36%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>48%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	58%	18%	Numeracy	18%	55%	27%	Writing	30%	36%	33%	Spelling	30%	36%	33%	Grammar and Punctuation	18%	48%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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: 

Engagement	Student Outcomes	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>School Comparison 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="528 913 1018 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>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>95 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	94 %	93 %	93 %	95 %	93 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	94 %	93 %	93 %	95 %	93 %										

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>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> Similar</p> <p> Lower</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> 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	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,730,202	High Yield Investment Account	\$229,104
Government Provided DET Grants	\$420,905	Official Account	\$20,497
Government Grants Commonwealth	\$3,945	Other Accounts	\$158,800
Revenue Other	\$12,610	Total Funds Available	\$408,400
Locally Raised Funds	\$179,007		
Total Operating Revenue	\$3,346,670		
Equity¹			
Equity (Social Disadvantage)	\$16,429		
Equity Total	\$16,429		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,324,651	Operating Reserve	\$79,812
Books & Publications	\$11,211	Other Recurrent Expenditure	\$9,249
Communication Costs	\$7,253	Funds Received in Advance	\$52,470
Consumables	\$65,799	School Based Programs	\$101,340
Miscellaneous Expense ³	\$128,369	Beneficiary/Memorial Accounts	\$250
Professional Development	\$6,195	Asset/Equipment Replacement < 12 months	\$60,608
Property and Equipment Services	\$155,004	Capital - Buildings/Grounds < 12 months	\$45,000
Salaries & Allowances ⁴	\$112,305	Maintenance - Buildings/Grounds < 12 months	\$72,155
Trading & Fundraising	\$19,412	Total Financial Commitments	\$420,884
Travel & Subsistence	\$1,784		
Utilities	\$30,216		
Total Operating Expenditure	\$2,862,200		
Net Operating Surplus/-Deficit	\$484,470		
Asset Acquisitions	\$318		

(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 04 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)

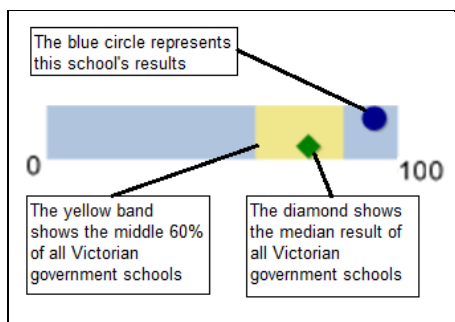
Engagement

- 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).

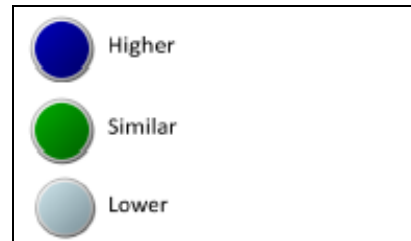


What does *School Comparison* refer to?

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').