

# 2019 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](http://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 02 March 2020 at 10:10 AM by Connie Vandervoort (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 13 March 2020 at 10:07 AM by Cathy Maher (School Council President)

## About Our School

### School context

Narre Warren North Primary School is in the City of Casey. In 2019 our school had an enrolment of 362 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 2019 every classroom had an Interactive Whiteboard or TV. Students in Grades 1 to 6 had 1-1 access to chromebooks all day everyday. Students in Grades Prep had access to iPads and chromebooks. Specialist programs in 2019 were provided in Visual Arts, Physical Education, Science and Languages Other Than English (Auslan). Performing Arts was taught in classrooms. A whole school coordinator was appointed to coordinate special events such as our Whole School Concert and choir. 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 Mini Lit are in place for students at risk.

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, School concert, Talent Quest, Choir, 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 2019.

Student Wellbeing is recognised as vital for productive learning. A comprehensive Social Emotional Learning (SEL) program based on the school values is in place. A whole school Behaviour Management Program is implemented to provide consistency across the school. A Chaplaincy Program ran two and a half days a week to support our school community and plays a key role in helping children cope with the challenges and stresses of life. Mindfulness and Ready to Learn has also been a focus in this area in 2019. 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 100 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. Our Parents' and Friends' Club continued to work tirelessly in 2019 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 2019 the school's priority was to continue implementation and consolidation of the CAFÉ Program based on best practice. We focused on strengthening the program and building consistency within teams through the development of non-negotiables in the delivery of teaching Reading.

In Writing the SCRIPTS Writing Program was implemented in 2019 as a result of Action Research in 2018.

A consistent whole school instructional model, the LATAR model; and the development of shared professional practice with high-impact teaching strategies and collaborative processes to monitor and track student progress was developed.

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

In 2019 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, implementing Ready to Learn and Bonus Play 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 2019, teachers implemented feedback strategies in classrooms so students were aware of their strengths and areas for improvement.

**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 above age expected standards in English and Mathematics compared to similar schools.

In NAPLAN our students participated in the online Naplan tests. Students are performing extremely well on National Reading and Numeracy tests compared to the State.

NAPLAN results for both Grade 3 and 5 in Reading and Numeracy were higher than the state median and above similar schools.

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

The 2019 Annual Implementation Plan focused on consolidating the CAFÉ Reading Program; the development of SCRIPTS ; and the development of an Instructional Model including non-negotiables in Reading, Writing and Mathematics. The LATAR model (Learning Intention/Success Criteria; Activate Prior Knowledge; Teach new information; Apply the Knowledge; Review and Reflection) was implemented.

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. Essential Assessment was implemented. Teachers differentiated learning and took responsibility for individual and cohort growth in Reading and Number.

The Inquiry learning approach allowed students to actively investigate significant questions about the way the world works. English and Mathematics is linked to Inquiry units.

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

Maximising learning in English and Mathematics through building practice excellence continues to be a priority for 2020.

In 2020 student learning will be further supported by:

Implementing a whole school instructional model for English (Reading and Writing) and Mathematics.

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.

Participating in the Professional Learning Communities (PLC) Program to assist teachers to improve their teacher practice. Teachers will participate in the PLC Inquiry Model and School Improvement Partnership in order to improve

teacher practice and student outcomes.

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

## 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 but are not as connected as schools similar to ours. These results led us to conduct discussion groups with our year 4, 5 and 6 students and pinpoint the areas of improvement. The feedback was that there needed to be more consistency when dealing with behaviour issues in the classrooms, building school connectedness and increasing student voice and agency.

There is a very good student attendance record at the school which is consistent with other Government schools. At our school absences are mainly due to illness and extended family holidays. We record 'less' absences than expected relative to the similar school with similar characteristics. 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. Last year we recognized and celebrated one student's achievement of not missing any school from Prep to Grade 6.

Empowering students and building school pride continued to be a major focus area for 2019. 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, Code Club and STEM continued for students in Grades 3 to 6.

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.

In 2020 student engagement will be further supported by:

Continuing to empower students to take responsibility for their own learning through increasing student choice and voice using the Amplify professional learning module.

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

Continuing to give students opportunities to provide feedback to teachers on their learning.

Continuing to embed ICT into the curriculum.

## Wellbeing

A goal for 2019 was to continue 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 and review of the Behaviour Management Matrix with the 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).

In 2020 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.

Participating in the Respectful Relationships professional learning.

Extending student voice and agency across the school through the Amplify professional learning.

Participating in WOW and Walkthrough processes with an emphasis on self-reflection, individual goal setting and feedback from students.

### **Financial performance and position**

There was an operating surplus at the end of 2019. This is a result of funds carried forward allocated to Workforce Planning, Leadership and Professional Development (\$50,000), Building Projects (\$72,933), Furniture and IT Equipment (\$90,000) and Grounds works (\$50,000), School based programs (\$106,621). Department Grants consisted of the school's Cash Grant, CSEF (Camp, Sport, Excursion Fund), (\$3,863.60), Chaplaincy Grant (\$20,280), Commonwealth grant for Sporting Schools (\$9,900). 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 (\$76,000). Property and Equipment Services included Buildings and Grounds Works (\$75,344), Refuse and Garbage (\$4,633), Security Safety and Fire Prevention (\$2,278), and sanitation (\$4,636). Fundraising expenses totalled approximately \$14,694. Fundraising profit totalled approximately \$14,133. Miscellaneous expenditure included Speech Therapist costs, payments for camps, excursions and activities (\$135,415), ICT equipment (\$27,961) and parent reimbursements. Leased facilities and equipment included the Oval Lease (\$2,000) and the photocopier lease (\$3,545).




**For more detailed information regarding our school please visit our website at**  
[www.narrewarrennorthps.vic.edu.au](http://www.narrewarrennorthps.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.



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: 





<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 362 students were enrolled at this school in 2019, 170 female and 192 male.</p> <p>4 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p>Above <span style="color: teal;">●</span></p> <p>Above <span style="color: teal;">●</span></p>

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>		<p>Key: Similar School Comparison  <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below</p> <p>Above <span style="color: teal;">●</span></p> <p>Above <span style="color: teal;">●</span></p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Above <span style="color: teal;">●</span></p> <p>Above <span style="color: teal;">●</span></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><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>23%</td> <td>54%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>55%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>49%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>61%</td> <td>14%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>25%</td> <td>64%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	23%	54%	23%	Numeracy	21%	55%	24%	Writing	23%	49%	29%	Spelling	25%	61%	14%	Grammar and Punctuation	25%	64%	11%	<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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> 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><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></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>93 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	93 %	93 %	92 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	93 %	93 %	92 %	93 %										

## Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>		Similar School Comparison	
Results for this school: <span style="color: blue; font-weight: bold;">●</span> Median of all Victorian Government Primary Schools: <span style="color: green; font-weight: bold;">◆</span>		<span style="background-color: #00AEEF; border-radius: 50%; width: 15px; height: 15px; display: inline-block;"></span> Above	<span style="background-color: #AEC6E9; border-radius: 50%; width: 15px; height: 15px; display: inline-block;"></span> Similar
<span style="background-color: #0070C0; color: white; padding: 5px;">Wellbeing</span>	<span style="background-color: #0070C0; color: white; padding: 5px;">Student Outcomes</span>	<span style="background-color: #0070C0; color: white; padding: 5px;">Similar School Comparison</span>	
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p><b>Below</b> <span style="background-color: #0070C0; border-radius: 50%; width: 20px; height: 20px; display: inline-block; margin-left: 10px;"></span></p>	
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p><b>Below</b> <span style="background-color: #0070C0; border-radius: 50%; width: 20px; height: 20px; display: inline-block; margin-left: 10px;"></span></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
Student Resource Package	\$3,145,654
Government Provided DET Grants	\$300,435
Government Grants Commonwealth	\$9,900
Revenue Other	\$10,799
Locally Raised Funds	\$227,885
<b>Total Operating Revenue</b>	<b>\$3,694,673</b>

Funds Available	Actual
High Yield Investment Account	\$334,661
Official Account	\$37,854
Other Accounts	\$18,115
<b>Total Funds Available</b>	<b>\$390,630</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$15,269
<b>Equity Total</b>	<b>\$15,269</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$2,522,326
Books & Publications	\$9,147
Communication Costs	\$9,833
Consumables	\$79,363
Miscellaneous Expense <sup>3</sup>	\$135,415
Professional Development	\$13,457
Property and Equipment Services	\$112,052
Salaries & Allowances <sup>4</sup>	\$76,001
Trading & Fundraising	\$20,130
Travel & Subsistence	\$492
Utilities	\$25,681

Financial Commitments	
Operating Reserve	\$75,805
Other Recurrent Expenditure	\$20,665
Funds Received in Advance	\$46,716
School Based Programs	\$106,621
Beneficiary/Memorial Accounts	\$190
Asset/Equipment Replacement < 12 months	\$90,000
Maintenance - Buildings/Grounds < 12 months	\$122,933
<b>Total Financial Commitments</b>	<b>\$462,930</b>

<b>Total Operating Expenditure</b>	<b>\$3,003,897</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$690,776</b>
<b>Asset Acquisitions</b>	<b>\$83,380</b>

- (1) The Equity funding reported above is a subset of overall revenue reported by the school  
 (2) Student Resource Package Expenditure figures are as of 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)

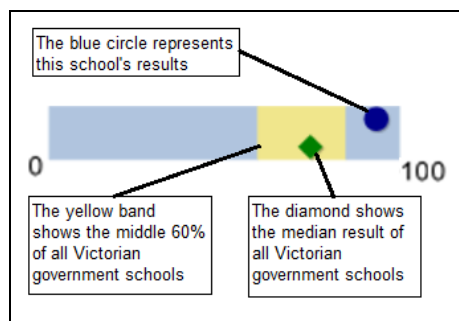
### Engagement

- 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').