

# 2019 Annual Report to The School Community



**School Name: Aspendale Gardens Primary School (5301)**



- 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 18 March 2020 at 01:20 PM by Cheryle Osborne (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 04 May 2020 at 12:39 PM by Adam Maltman (School Council President)

## About Our School

### School context

At Aspendale Gardens we strive to be internationally minded with a purpose to provide a supportive, safe and dynamic learning environment. We promote inquiry, curiosity, creativity and individuality. We aim to develop a resilient, open-minded school community where all students become independent, emotionally intelligent and socially competent as they strive to achieve their potential as global citizens. We aim to provide an engaging, concept driven and inquiry based learning environment that challenges the Aspendale Gardens Primary School community to live the attributes of the International Baccalaureate Learner Profile. We strive to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, courageous, balanced and reflective.

Aspendale Gardens Primary School students aspire to become lifelong learners who take pride in their ability to make a difference by taking action within local and global communities.

Aspendale Gardens Primary School is a vibrant and engaging primary school in the South Eastern Victorian Region (SEVR) with a current enrolment of 703 students, 324 females and 379 males from 498 families. The multi-cultural nature of the school is a great asset, enriching the educational experiences of all students. There is 14% of students who have an additional language spoken at home. There are no Aboriginal or Torres Strait Islanders in the school. The Student Family Occupation (SFO) density index is 0.28, and the Student Family Occupation and Education (SFOE) index of 0.25 which falls within the high category percentiles for schools. We have 1 principal, 2 assistant principals, 44 (37.4 EFT) teaching staff, 4 admin staff (3.0 EFT) and 17 (11.2 EFT) Education Support staff.

The school is located on spacious well-maintained grounds with 31 classrooms along with two Art Rooms, Library/Information Technology area, two Performing Arts rooms, a gymnasium with full size indoor basketball court, Friendship room, Kitchen/Dining room and 2 Language Other Than English (LOTE) - Mandarin Classrooms. The school grounds are extensive and contain 2 safe junior playgrounds, a senior playground, sandpit and large open playing field. An outstanding aspect of the school is the extensive school vegetable garden. The Stephanie Alexander Kitchen Garden Program employs a Horticultural Specialist and a Food Technician, who educate students on the value of growing, harvesting and cooking their own produce. There are also quiet areas scattered throughout the courtyard and surrounds. The Before and After Care program has its own designated area and is run by 'TheirCare' during the term and Term Holiday during the school vacation periods.

Aspendale Gardens PS teachers and education support staff are dedicated and committed to developing a learning environment, which maximises the overall educational needs of students. The school became an accredited International Baccalaureate, PYP school in 2017. The school encourages team planning and shared experiences across year levels. There are team leaders at each year level. There are also curriculum planning and development professional learning teams. Specialist teaching is provided in Performing Arts, Visual Arts, Physical Education, which included the Perceptual Motor Program (PMP) for Foundation and Year 1 students, and our Language program is Chinese Mandarin.

Teams take on the leadership of special events including the bi-annual carnival and whole school production, Science Fair and Art Expo. The school regularly supports charities and events to provide learning and understanding of the wider world around us along with our local community. The school also assists a school and orphanage in Cambodia with an annual fundraising event. The school enjoys a fruitful relationship with its sister schools Youfu West Street Primary School in Nanjing and Yucai Primary School in Yangzhou, China. Our students participate annually in an exchange program. Students, teachers and the wider community are enriched by these cultural experiences.

Aspendale Gardens PS participates in the Marine Ambassadors Program, which engages the school community in Marine Education and Conservation. Our extensive student leadership program provides opportunities for many senior students to take on a variety of roles. We have two Junior School Councils (a senior and a junior) each consisting of 16 students being two elected from each class.

Students are able to receive one-on-one, paired or group music tuition in the areas of singing, violin, keyboard, guitar and drums. All students have the opportunity to participate in an intensive swimming program and a broad excursion/incursion program along with a Yr. 2-6 school camping program. There are many and varied lunchtime activities including chess, drama, dance, choir, robotics, coding, calligraphy, French, Greek and various sporting games.

The school has a very active parent community. Many parents support the school through involvement in classroom programs, fundraising, sports activities, camps and excursions, kitchen/garden and numerous other activities. Our School Council is very supportive and they bring a variety of skills and ideas to our school community.

### **Framework for Improving Student Outcomes (FISO)**

#### Framework for Improving Student Outcomes (FISO)

In 2019 AGPS focused on the implementation of key improvement strategies related to the FISO dimensions of Curriculum Planning and Assessment and Building Practice Excellence. This included:

1. Embedding consistency of practice across the school in Mathematics.
2. Moderation within and across year levels when assessing student Writing outcomes.
3. Implementation of a school wide consistent approach to spelling.
4. Enhancing teacher knowledge of explicit teaching strategies.

To support the implementation of the Key Improvement Strategies our Maths Specialists were released to work alongside classroom teachers during their planning, teaching and assessment. They shared their knowledge with the staff and worked collaboratively to develop, trial and adjust where necessary a Maths Instructional Model. This was supported by the development of a consistent planning template which reflected our priorities based on the Maths Instructional Model. The school identified this need via an analysis of student achievement data and teacher feedback.

The school provided professional learning opportunities for writing moderation which included using the Kingston Network Writing Moderation document. This was supported by regular meetings allocated to moderation across and within year levels, with whole school data being analysed. The school identified this need via an analysis of student achievement data and teacher feedback with a focus on improving our results particularly in the senior years.

A consistent approach to spelling across the school was implemented following 2 years of research into best practice. This resulted in the selection of the SMART spelling approach. Staff were provided with professional learning, peer observation and ongoing support to implement the approach effectively. All staff attended a Professional Learning day with Dr Jared Cooney Horvath, Educational Neuroscientist, who focused on enhancing teaching and learning practices and the understanding of how students learn through the learning trajectory.

Teams had a greater focus within their planning time to share effective teaching strategies and develop a collective responsibility for the year level cohort of students. This was assisted by moving administrative tasks from curriculum planning sessions.

### **Achievement**

#### Achievement

In 2019, the school continued work on the strategic plan goal of maximizing the learning and growth in Literacy and Numeracy for each student. Teachers overall have taken on the changes well and have grown in confidence with their planning and their teaching of Maths, Writing and Spelling. There has been a greater focus and analysis of student achievement and progress. Teachers used consistent data collection to guide their teaching which included the development of rich learning sequences. The willingness of teachers to be observed and have professional feedback conversations enhanced their teaching practice.

Highlights in Numeracy included an increase in the mean scaled score in the past 3 years in Year 3 NAPLAN, an

increase of 6% in the top 2 bands and 38% of students achieving high growth from year 3 to year 5. In Year 5 32% of students achieved in the top 2 bands.

In the NAPLAN Reading 70% of students in Year 3 were in the top 2 bands and 40% of students in Year 5 were in the top 2 bands.

Highlights in Writing included an increase in the mean scaled score in the past 3 years in Year 3 Writing NAPLAN. There was an increase by 15% in the top 2 bands in Year 3 resulting in 80% and a decrease of 7% in the bottom 2 bands in Year 5.

Future directions will continue to utilise the expertise of the PMSSs and Literacy Specialist and review, monitor and evaluate the effectiveness of the Instructional Models. We will ensure booster groups continue to be implemented across the school as these have been successful. Peer observations will continue along with targeted professional learning.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their individual education plans. This was due to the excellent partnerships between the teachers, Education Support staff, parents and students in the school.

## Engagement

### Engagement

At AGPS we see it as a priority to ensure that students are engaged and connected to their learning. This year we focused on the FISO dimension Empowering Students and Building School Pride. Throughout the year we focussed on increasing student voice and agency, along with building student capacity to monitor personal growth and success. Teachers focussed on developing their knowledge of learning intentions and how to develop success criteria with students by using worked examples that were consistent with the High Impact Teaching Strategies (HITS).

The Student Attitudes to School Survey indicated that the overall result for student voice and agency was 65% in 2018 and 71% in 2019 being an increase of 6%. Learning confidence was our other focus which increased from 77% in 2018 to 81% in 2019. An increase of 4%. School connectedness was consistent showing 81% in 2018 and 82% in 2019. A stand out was high expectations for success which was 94%.

A range of opportunities for student voice and student agency continued throughout the year which was evident in the 'taking action' aspect at the end of each PYP unit of inquiry. The work in this area is ongoing and will remain a focus next year.

At AGPS we continued to work with families to ensure students were at school and learning. The school sends SMS messages via Compass to parents requesting them to notify the school of any absences. Unexplained absences are followed up and any extended absences are investigated if the school had not already been notified. The average number of absent days across the school was 13.3 days which was 3 days less than the state average. All year levels were above 92% attendance.

## Wellbeing

### Wellbeing

Student wellbeing continues to be a focus as it is our belief that if students do not feel comfortable and connected to their school environment, their learning will be impeded. Throughout the year the school promoted a positive school environment at all times and encouraged students to let a trusted adult know if they are having any difficulties.

We introduced the Resilience Project across the school which included professional learning for the staff, student workshops and a parent information evening. We continue to use restorative practices to solve student differences and class circles are in place to encourage student voice. We once again had an extensive Kindergarten transition program which enabled the Foundation students to settle very quickly into school life.

The Student Attitudes to School Survey indicated that a Sense of Connectedness increased by 1.5% from 2018 to 82.5% in 2019. Resilience increased by 5% from 2018 to 81% in 2019. A sense of inclusion scored 89% which is an excellent result. Management of Bullying scored 82.5% which was a very good result.

Parent satisfaction according to the Parent Opinion Survey indicated a result of 81% which was below last year's result of 83%.

The Staff Opinion Survey indicated very positive results throughout with school climate increasing by 2% to 83% in 2019.

Future directions will be to continue to develop student voice and agency by increasing teachers' understanding of opportunities and strategies. We will analyse the differences in responses from various cohorts of students. We will implement the strategies from the Resilience Project and introduce a Peer Support program. We will also introduce Peaceful Classrooms and a Mindful Meditation program. In addition to our Parent Teacher meetings, we will be investigating three way conferences in Years 3 – 6 with the expectation that they will be introduced in 2020.

### **Financial performance and position**

AGPS maintained a very sound financial position throughout 2019. The 2018 – 2021 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for School Council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$305 405.00 according to the end of year financial reconciliation. This surplus occurred due to excellent financial management and some budgeted areas not using their whole allocation throughout the year. We received a small amount of Equity Funding which contributed towards the employment of a literacy support teacher and resources to enhance student learning, such as the purchase of mentor texts.




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








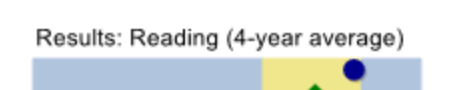





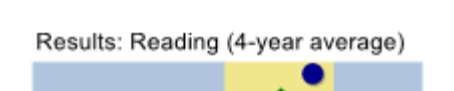




Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 703 students were enrolled at this school in 2019, 324 female and 379 male.</p> <p>14 percent were EAL (English as an Additional Language) students and 0 percent 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

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

## Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
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>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>		
<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>Below </p> <p>Below </p>		



## Performance Summary

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>34%</td> <td>49%</td> <td>16%</td> </tr> <tr> <td>Numeracy</td> <td>9%</td> <td>53%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>53%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>48%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>48%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	34%	49%	16%	Numeracy	9%	53%	38%	Writing	17%	53%	30%	Spelling	26%	48%	26%	Grammar and Punctuation	33%	48%	20%	<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> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <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> <p>Statewide Distribution of Learning Gain (all domains)</p>	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><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>94 %</td> <td>92 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	92 %	94 %	93 %	93 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	92 %	94 %	93 %	93 %	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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above <span style="color: teal; font-size: 2em;">●</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>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above <span style="color: teal; font-size: 2em;">●</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	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$5,698,642	High Yield Investment Account	\$545,543
Government Provided DET Grants	\$540,748	Official Account	\$5,417
Government Grants Commonwealth	\$13,356	Other Accounts	\$12,937
Revenue Other	\$10,659	<b>Total Funds Available</b>	<b>\$563,897</b>
Locally Raised Funds	\$560,085		
<b>Total Operating Revenue</b>	<b>\$6,823,490</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$22,148		
<b>Equity Total</b>	<b>\$22,148</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$5,393,286	Operating Reserve	\$240,097
Books & Publications	\$6,746	Funds Received in Advance	\$52,616
Communication Costs	\$5,862	School Based Programs	\$60,500
Consumables	\$156,389	Beneficiary/Memorial Accounts	\$300
Miscellaneous Expense <sup>3</sup>	\$803,933	Asset/Equipment Replacement < 12 months	\$45,000
Professional Development	\$29,867	Maintenance - Buildings/Grounds < 12 months	\$165,600
Property and Equipment Services	\$223,991	<b>Total Financial Commitments</b>	<b>\$564,113</b>
Salaries & Allowances <sup>4</sup>	\$85,900		
Trading & Fundraising	\$107,324		
Travel & Subsistence	\$15,817		
Utilities	\$47,622		
<b>Total Operating Expenditure</b>	<b>\$6,876,737</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$53,248)</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

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

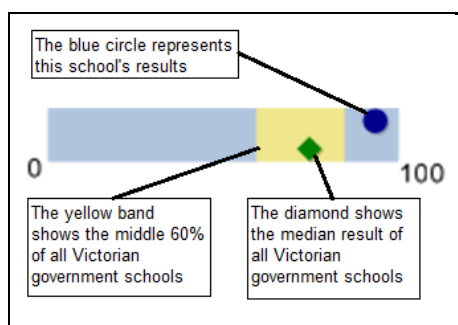
### Engagement

- 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).

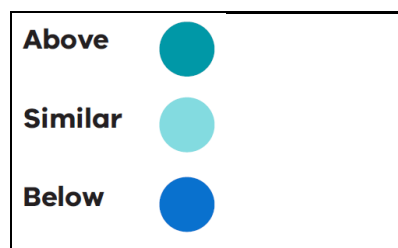


## What does *School Comparison* refer to?

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').