

2019 Annual Report to The School Community



School Name: Wattle View Primary School (5012)



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

Attested on 12 April 2020 at 01:19 PM by Elaine Wilson (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 30 April 2020 at 07:02 PM by Michelina Zafiropolous (School Council President)

About Our School

School context

At Wattleview Primary our school vision is to educate learners for life. Through high expectations, Wattleview provides a learning environment that empowers all learners to strive for academic excellence and constant personal growth. We focus on literacy and numeracy to empower our students to make valuable contributions to society whilst developing curiosity, creativity, inquiry and questioning minds. Our core values of organisation, persistence, getting along, confidence and resilience foster mutual respect, cooperation, participation and friendship. The following Values are central to the life of our school. All members of the school community are expected to demonstrate Getting Along, Confidence, Organisation, Persistence and Resilience.

Getting Along

- Respecting the diversity (and individual differences) of our school community
- Demonstrating appropriate behaviour and standards of safety
- Showing care and concern for other people
- Establishing and maintaining friendships

Confidence

- Taking risks and attempting new and challenging things
- Being independent and working interdependently

Persistence

- Questioning and Posing problems
- Applying past knowledge to new situations
- Thinking flexibly

Organisation

- Setting Individual and Team Goals
- Planning time effectively
- Striving for accuracy

Resilience

- Remaining open to the notion of continuous learning
- Accepting the consequences of our actions
- Coping with and accepting of, change

In 2019 Wattleview Primary School had 274 students, 122 females and 152 males. There were 12 classes formed at the start of 2019 to ensure that there were not large numbers in particular areas and to allow our school to take in new students during the year, across the school. There were 2 Foundation classes, 4 x 1/2 , 3 x 3/4 and 3 x 5/6 classes. The school continued to provide specialist sessions in Physical Education, Performing Arts and Visual Arts. Due to a staff change. we did not run a LOTE program in 2019.

The school continues to promote student wellbeing as key to academic achievement. The learning environment is calm and student focussed. In 2019 Wattleview embarked on the second year of the 2018-2021 School Strategic Plan. With the plan came changes to staffing, staffing positions, curriculum delivery and some curriculum programs. Whilst such changes can have a short term downward trend impacting on overall results, we are confident that as a school, we are on the correct path to improving student achievement, engagement and wellbeing.

Wattleview Primary School is located in Wattletree Road in Ferntree Gully and is in close proximity to Boronia, Knox City, Upper Ferntree Gully and Mountain Gate. The school comprises of 3 well equipped up to date buildings and has well maintained grounds that are accessible for all students at our school. The school is well resourced with equipment and materials to provide learning opportunities for students across a range of subject areas. The school also has a large number of chrome books which are used across the school from Years 1-6. The foundation students have access to iPads and use these to complement their hands on learning in the very important early years of schooling. All classrooms have access to the Internet and on-line learning programs through televisions and wireless keyboards that are used all day, each day. Wattleview Primary School provides a positive climate and this is commented on, by all visitors to the school.

Framework for Improving Student Outcomes (FISO)

FISO INITIATIVE : EXCELLENCE IN TEACHING AND LEARNING BUILDING PRACTICE EXCELLENCE

KIS 1 Build deep understanding and whole school alignment of explicit teaching practices.

KIS 2 Build staff capacity and collective commitment to ongoing professional reflection and growth, to provide cohesive and consistent whole school teaching and learning practices.

KIS 3 Strengthen resource allocation processes to ensure ongoing viability and alignment with schools goals and priorities. Curriculum planning and assessment

By 2019 increase the percentage of students in Year 5 in the top two bands of NAPLAN reading from (37% in 2018) to be 38% or above. Actual 27.3%

By 2019 increase the percentage of students in Year 5 in the top two bands of NAPLAN writing from (14.8% in 2018) to be 16 % or above. Actual 10%

By 2019 the percent of students across year 3-5 in NAPLAN reading benchmark growth assessed as medium and high growth increase from 73.1% percent in 2018 to be 75% or above. Actual 61%

By 2019 the percent of students across year 3-5 in NAPLAN writing benchmark growth assessed as medium and high growth increase from 77%in 2018 to be 75% or above. Actual 74%

By 2019 the percentage of Year 3 students assessed in the top two bands of NAPLAN numeracy will increase from (30.6% in 2018) to 35% or above. Actual 25%

By 2019 the percentage of Year 5 students assessed in the top two bands of NAPLAN numeracy will increase from (29.6% in 2018) to 30% or above. Actual 24%

By 2019 the percentage of students across Years 3-5 in NAPLAN numeracy benchmark growth assessed as medium and high growth to be at 75% or above. Actual 71%.

FISO INITIATIVE : EXCELLENCE IN TEACHING AND LEARNING CURRICULUM PLANNING AND ASSESSMENT

KIS 1 Effectively incorporate and embed purposeful curriculum planning and practices that will assess the impact of learning programs, that differentiate for the needs of individual students.

KIS 2 Establish and implement a whole school approach to quality learning engagement.

FISO INITIATIVE : POSITIVE CLIMATE FOR LEARNING

In the Attitudes to School Survey in 2019

Student Voice and Agency to be at 75% or above .

(Actual 2018 - Yr4 76%, Yr5 - 62% Yr6- 60%) Aggregated 66%

12 Month Target 3.3

Staff Opinion Survey in 2019 to reflect the following positive endorsements in School Climate and School Leadership.

Collective Efficacy to be at 80% or above (62% in 2018) (70.4% in 2019)

Academic Emphasis to be at 75% or above (57% in 2018) (69.89% in 2019)

Staff Trust in Colleagues to be at 75% or more (30% in 2018) (71.4% in 2019)

Instructional Leadership to be at 75% or above. (55% in 2018) (82/69% in 2019)

FISO INITIATIVE : COMMUNITY ENGAGEMENT IN LEARNING

12 Month Target 3.2

In the Parent Opinion Survey 2019

Student Voice and Agency to be at 75% or above (79% in 2018) (74% in 2019)

School Pride and Confidence to be at 75% or above (97% in 2018) (77% in 2019)

High Expectations for success to be at 75% or above (83% in 2018) (79% in 2019)

Teacher Communication at 75% or above (67% in 2018) (52% in 2019)

Achievement

Employing 3 Teacher Specialists in 2019 allowed WVPS to have dedicated drivers in Literacy, Numeracy, and ICT. Being able to promote teachers internally through the external process has also validated training staff to take on significant roles. Two of the staff attended Bastow Training Courses, one completed both the Literacy and Numeracy course, and one has completed the Literacy Course. The ICT Teacher Specialist is undertaking a Masters of Education and this has had a significant impact for him in regards to leadership strategies.

Making data analysis a focus for the year also improved staff data literacy overall. The Bill Hisheh session at the start of the year was timely and allowed staff to consider data in a non-threatening way. We have been able to introduce data sets in a number of PLF's across the year and Term 4 saw all teachers, share some data sets with their peers. This year we have had greater collective responsibility and the Teacher Specialists are going to continue to facilitate sessions, thus encouraging other staff to take responsibility for collective professional learning. The PLF's this year have worked very well and we will continue to use this model in 2020. The aim is for sessions to be interactive, not 'done' to staff.

Learning walks began in Term 4 and we will continue to use this format in 2020 to share practice and increase reflections. We have co-constructed a 'third teacher' list which will be distributed to staff on the 1st day of term in 2020.

The professional learning schedule ensured that there was a balance of Literacy and Numeracy learning for teaching staff, complemented by ICT learning forums. The Teacher Specialists facilitated all sessions and used formats enabling all staff to participate. Whilst the Literacy and Numeracy results fell short of our target for the 2019 year, after leadership discussion, we continued to be hopeful that the overall 2020 targets would be met. The 2020 year 3 cohort will be the first cohort within the school that have learned reading, spelling and grammar through the Jolly Phonics and Jolly Grammar programs.

Eight out of nine students who achieved low growth in reading from year 3-5 have been on the language intervention program for a number of years. Of the 12 students who achieved low growth in numeracy 50% of them were also the ones showing low growth in reading. Whilst there are many NAPLAN questions that rely on mathematical knowledge alone, there are also a number of tasks that require reading comprehension skills to determine what is being asked. This may have an impact on the results that were recorded in 2019.

WVPS were involved in the Knox Network writing anthology and all submitted pieces were published in the book. The school received a number of copies of the anthology and this will help us during writing moderation sessions in 2020.

FUTURE DIRECTIONS AND STRATEGIES

Implement a whole school professional learning day on January 28th 2020.

Session 1

Numeracy vs Mathematics

Numeracy Literacy Statistics

Session 2 - 3

Maths vs Literacy in the Classroom

Ways to improve visibility of Numeracy

Session 4

investigate maths sites and demonstration of how they are used in a classroom from F-6.

Discuss how this can link to Top Ten F-2 Program.

Session 5

Plan for success - look at curriculum planners to ensure that they have : 6 hours of Numeracy, Rich and Authentic Tasks, 4 Proficiencies.

Continue to provide opportunities for staff to work together in Literacy and Numeracy vertical teams. Literacy teams to lead writing moderation sessions, monitor writing sessions and to ensure that documentation clearly outlines 10 hours of literacy per week.

Engagement

In 2019 and beyond we have a schoolwide agreement that we will use Learning Intentions and Success Criteria in all classrooms. Some areas of the school co-construct the success criteria with the students taking into account student involvement in their own learning. Students are encouraged to take responsibility for their own learning and to reflect on their own performance at various intervals of the learning process.

We have IEP's for the students who require them, provide opportunities for students to work within ability groups (e.g. 3-6 maths groups) and have external people come in to provide enrichment activities for students. One of our students won a state award in a History challenge in Term 3 and there are a number of awards that are given by classroom teachers to promote positive behaviours and to acknowledge excellence in performance.

In the Attitudes to School Survey in 2019

Student Voice and Agency to be at 75% or above .

(Actual 2018 - Yr4 76%, Yr5 - 62% Yr6- 60%) Aggregated 66%

(Actual 2019- Y4r 74%, Yr 5 - 63%, Yr6-62%) Aggregated 66%

Whilst there was a JSC running in 2019, for the first time in a number of years there was a blend of Year 5 and Year 6 students. This would have negatively impacted on Year 6 students who would have wished to have a role, but there was also a sense that Year 6 students had a 'louder voice' due to the fact that they were in the Year 6 cohort. Given the negative response to operating the JSC in this way, in 2020 the suggestion has been to revert to tradition.

Despite the result of this one section of the AtSS visitors to the school continue to comment positively on the high level of engagement that they see from the students, when they visit the classrooms.

During Learning Walks, teachers are encouraged to ask children what they are doing, why they are doing it, how will they know if they are successful and where do they go for help? as per the Lyn Sharratt model that we use following the Leadership Teams inclusion in the Knox Network Professional Learning Day at Park Ridge Primary School.

Students write their own academic goals and are able to articulate means of achieving their goals.

Many students across the school are confident in using the assembly platform to share ideas, initiate fund raising events or to provide information to other students. In 2019 Stuart Hanmer generated a lot of student engagement by running lunchtime lego clubs, culminating in weekly 'play offs' at Friday assemblies. This was a highly successful initiative and engaged all the students who were able to vote for their favourite construction.

The 5/6 team ran a photography course and this too was opened to the wider student body to vote on their favourite

photographs in particular categories.

There have been many ways that the staff have worked to encourage and engender student engagement across the school, across the 2019 year. This will continue in 2020.

Wellbeing

We have been successful in gaining a grant to undertake the Respectful Relationships program. This program's success is predicated on a whole school/whole community involvement. We have booked our professional learning sessions and Tracy and I are listed as the coordinators of this program.

We have always had a strong wellbeing focus at Wattleview which has been supported by:

- Jigsaw (resilience program). This program finished at the end of the 2019 year due to our involvement in the Respectful Relationships Program. Whilst Jigsaw has been running for a number of years, it was never run across the school due to time and human resource restraints. When it was first introduced it was a 3-6 program which later became either 5/6 or 3/4. In 2019 the program was run with the 3/4 students and from the data produced in the end of year survey, the students responded very positively to the program.

- Boys and Girls Club. This was started a number of years ago but over time has moved away from the reasons it was initially started. This will cease in 2020 as we move towards a 'community' hour once a fortnight that will include all the students working towards something that will benefit the wider school community.

- Lunchtime activities e.g. Lego Club, Dance Classes.

- Goal Setting

- Three way conferences (parent/teacher/student)

- Chaplaincy program which considers to be very well utilised, so much so that Jacqui has trouble fitting all students into weekly visits and has to take a triage approach sometimes to ensure that critical needs are met.

- Psychology support services

We understand the correlation between wellbeing and capacity to learn and all staff work hard to ensure that all students needs are taken into account. Staff are very good at identify students in need of extra assistance both emotionally and academically.

We continue to use the process of Restorative Practice to manage issues between students. There are processes within classrooms for students to discuss concerns and we also welcome students into the Principal or assistant Principal Offices if they wish to access help/advice outside of their classroom teachers.

The wellbeing of all members of Wattleview Primary School will continue to be a focus and is the responsibility of everyone.

Financial performance and position

We continue to ensure that the Operating Budget is maintained in line with DET policies and procedures.

At the end of the 2019 year the SRP was in a surplus of approximately \$47k.

Whilst we had 12 classes this year we wanted to revert to 11 classes in 2020 in order to save money and to reduce the 2020 SRP deficit that would be occurring due to our 2020 staffing profile. Due to concerns from staff we reconsidered this decision and decided to run with 12 classes again. The concern about having 11 classes came from (1) 30 students in each of the 3/4 classes and (2) lack of opportunity for us to grow the school, if students wanted to move to our school and needed to be in the 3/4 area.

Whilst we maintain 3 staff members in the Teacher Specialist Role, we see that this is an investment in the future of our student's academic achievements. We need drivers to ensure that we maintain a focus on Literacy and Numeracy, bringing with them professional knowledge that enables them to upskill the staff. It is also an investment in the System as it promotes middle leadership, also a focus for DET. We have prepared ourselves to limit spending in 2020 to ensure that the operating budget continues to produce a positive result and that it may help reduce the deficit that will occur in the SRP.

For more detailed information regarding our school please visit our website at
<https://wvps.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 274 students were enrolled at this school in 2019, 122 female and 152 male.

11 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	74.3	85.8	79.2	92.0

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	66.1	79.5	68.5	87.9

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	81.0	89.7	81.7	95.0	Below
Mathematics	81.2	90.3	81.8	95.8	Below

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	57.1	76.5	60.0	90.0	Below
Year 3	Numeracy (latest year)	50.0	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	48.5	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	48.5	59.3	41.2	76.4	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	67.4	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	63.2	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	55.9	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	53.5	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN Learning Gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	29.0	48.4	22.6
Numeracy	38.7	45.2	16.1
Writing	29.6	48.1	22.2
Spelling	30.0	53.3	16.7
Grammar and Punctuation	26.7	40.0	33.3

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	16.2	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	15.1	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	91	92	92	92	91	93	91

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	78.5	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	79.5	81.4	73.9	88.1	-

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	79.5	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	75.3	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$2,436,622
Government Provided DET Grants	\$297,539
Government Grants Commonwealth	\$2,855
Government Grants State	\$968
Revenue Other	\$14,624
Locally Raised Funds	\$174,506
Capital Grants	\$0
Total Operating Revenue	\$2,927,114

Equity ¹	Actual
Equity (Social Disadvantage)	\$114,208
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$114,208

Expenditure	Actual
Student Resource Package ²	\$2,387,354
Adjustments	\$0
Books & Publications	\$1,608
Communication Costs	\$5,124
Consumables	\$52,934
Miscellaneous Expense ³	\$142,181
Professional Development	\$8,579
Property and Equipment Services	\$100,258
Salaries & Allowances ⁴	\$123,114
Trading & Fundraising	\$16,638
Travel & Subsistence	\$0
Utilities	\$22,090
Total Operating Expenditure	\$2,859,880
Net Operating Surplus/-Deficit	\$67,235
Asset Acquisitions	\$9,540

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$14,469
Official Account	\$14,074
Other Accounts	\$0
Total Funds Available	\$28,543

Financial Commitments	Actual
Operating Reserve	\$28,543
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$28,543

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 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, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

WHAT IS THE VICTORIAN CURRICULUM?

The Victorian Curriculum F-10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').