

2019 Annual Report to The School Community



School Name: Elsternwick Primary School (2870)



- 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 29 April 2020 at 03:42 PM by Michael Portaro (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 29 April 2020 at 04:08 PM by Gill Cashion (School Council President)

About Our School

School context

Elsternwick Primary School (EPS) is located in the suburb of Brighton, ten kilometres south-east of Melbourne's Central Business District and caters to a diversity of socio-economic and cultural backgrounds. Commencing with 578 students in 2019, the school is surrounded by beautiful gum trees with plenty of open space for students to run and play. Positive learning environments are created with students to ensure that they develop a positive sense of wellbeing and school pride and are supported to achieve academic success.

The heart of our ambition is to provide every child with the best possible academic, social, emotional and physical education by adopting a wide variety of innovative teaching practices. Our talented staff are committed to delivering high-quality learning and teaching practices, to maximise the potential of every child, empowering independence, excellence, innovation and engagement with the world. All staff are supported in their professional development as they seek to achieve higher levels of skills, expertise and deeper understanding of current curriculum and wellbeing priorities and initiatives.

There are many and varied opportunities to be involved in extra-curricular activities from sports and performing arts, to weekly Mandarin lessons and student leadership roles with courses of academic extension also offered. These strong academic programs, our dedicated staff and supportive and involved parents/carers offer every child at EPS the best opportunity for success.

Our school has a friendly and inclusive culture where positive reinforcement and recognition of appropriate behaviour underpins our school values of 'Respect, Responsibility, Personal Excellence and Curiosity'. Effective policies and programs also provide clear expectations of standards of behaviour in a supportive and nurturing learning environment. The Respectful Relationships initiative is embedded across the school to promote and model respect and equality and support children in building healthy relationships, resilience and confidence.

Elsternwick Primary School is on a path of steadfast improvement, to ensure every educational opportunity is offered to individually support each unique student and family to progress and achieve to their best.

Framework for Improving Student Outcomes (FISO)

In 2019, EPS's AIP focused on the implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Curriculum planning and assessment and Empowering students and building school pride.

This included:

- building the data literacy, practices and pedagogical content knowledge of every teacher to enable differentiated teaching and learning (Curriculum planning and assessment)
- strengthening the social and emotional wellbeing of students and staff by having a whole school approach to health, wellbeing and behaviour management (Empowering students and building school pride).

To support the implementation of the first KIS, we developed a guaranteed and viable curriculum that integrates standards, learning goals, learning activities and assessment strategies in Mathematics. This has enabled staff to analyse and address the full range of learning needs of students providing coherence and continuity across all stages of learning. We successfully implemented our leadership team structure, where a major focus has been providing rich learning opportunities to staff by delivering high-quality professional learning based around data and evidence. Learning Specialists were also appointed as professional practice coaches for teachers. Positive gains in the NAPLAN showed clear evidence of our impact, with additional evidence gathered through peer observation and learning walks and recorded as part of 2019 AIP monitoring.

For the second KIS, we developed a whole-school approach to health and wellbeing, engaging with staff, students, parents/carers and community health specialists. This included the development of a whole school curriculum plan incorporating explicit teaching of social and emotional health. Staff were provided with professional learning on the Respectful Relationships framework to support this. Guidelines were developed in consultation with staff to provide consistent expectations on the development of supportive and inclusive learning environments to ensure students and families feel safe, valued and respected. A range of data, including student and parent feedback, was used regularly to review the effectiveness of our student wellbeing programs.

Achievement

Our AIP goal of continuous learning growth in English and Mathematics for all students has been achieved by embedding a range of measures and is supported by a whole-school professional learning plan that identifies improvement strategies that drive improved outcomes for all students.

Literacy

Our relative growth NAPLAN data reveals significant improvements in the number of students in the top 2 bands, with a significant increase in both reading and writing percentages and sustained high levels of growth in Grammar & Punctuation. Our reading and writing outcomes are the best the school has experienced since 2015 whilst Grammar & Punctuation relative growth data demonstrates a sustained increase since 2016 and is the best result we have had in the last 5 years. Teacher judgement of student progress from Prep to Year 6 indicates there has been an increase in student learning growth against the Victorian Curriculum with 88.18% of students making one or more years' growth (an average of reading, writing and speaking and listening results).

Improvements in EPS' literacy data can be attributed to continued support and focus on professional learning for our staff, data literacy and targeted interventions for our students, including the introduction of student tracking tools as a measure to track student growth. Improvements to the schools gathering of assessment evidence have resulted in greater consistency when reporting on student achievement against goals and standards. All staff participate in a dedicated coaching program, focused on improving teachers' content knowledge, data literacy and ensures that regular moderation of student data has been well received. A wide range of books and other reading material, sorted, categorised, and enticingly displayed in the classroom so that students have ready and easy access to books for their daily independent reading, content area learning and home reading exists in each classroom through the creation of classroom libraries. A whole-school reading intervention program is facilitated by two staff members that continue to provide intensive, small-group instruction that identifies skill gaps and targets specific goals with research-based strategies and practices. NAPLAN spelling data revealed a decrease in the percentage of students achieving in the top two bands and will be used to inform our future planning for 2020.

Numeracy

Our relative growth NAPLAN data reveals a small increase in the percentage of students in the top 2 bands and demonstrates a sustained high level of growth over two years and a continuing upward trend since 2015. Teacher judgement of student progress from Prep to Year 6 indicates an increase in student learning growth against the Victorian Curriculum with 86.3% of students making one or more years' growth in numeracy.

Improvements in EPS' numeracy outcomes include the introduction of student tracking tools as a measure to track student growth and to provide targeted teaching and intervention to students identified as achieving low growth. A review of assessment processes resulted in superior assessment practices being adopted and greater alignment in the use of common assessment tools embedded. This has included professional development focused on increasing teachers' data literacy of these tools, including whole school and year level team moderation of work samples. Staff professional learning has focused on improving teachers' content knowledge with the development of a Guaranteed and Viable Curriculum providing a whole school scope and sequence drawn from current research and resources.

Future Directions

- Introduce the Write To Read (spelling program) for early years students to provide essential information about phonics and comprehension strategies needed for proficient reading.
- Develop and implement a Guaranteed and Viable Curriculum for English that includes a whole school scope and

sequence in all areas of literacy.

- Continued implementation of the Guaranteed and Viable Curriculum in numeracy to build greater alignment in both teaching practice and content delivery across the school.
- Develop Professional Learning Communities to support professional development, data analysis, and the moderation of student work with ongoing peer observations and whole school lesson studies based on the EPS instructional model undertaken.

Engagement

EPS has a strong belief in engaging all students to achieve their highest potential. We are proud of the robust programs we have implemented to enhance and support the academic, social, emotional, and physical development of students. This year, the school focused on KIS related to the FISO dimension Empowering Students and Building School Pride. The work in this area is ongoing, intentional and, in 2019, included programs such as School Leaders Program, Peer Mediation program, Wellbeing Leaders, Step Up/Transition Program and the LINKT multi-age curriculum program. All year six students are student leaders and facilitate assemblies, and school captains drive tours for prospective families. Students were also authentically engaged as stakeholders in the school through termly wellbeing surveys, providing feedback on their school experience.

Across the school, opportunities for increased student engagement were provided through initiatives in Inquiry, Wellbeing, Mathematics and English throughout 2019. Our restructured approach to independent reading allows students to select their own 'Just Right' books for their book boxes and participate in individual reading and writing conferences. Furthermore, the use of the Writer's Notebook enables students to determine their own topics and direction for their writing pieces and opportunities for peer feedback. The whole school exploration of a consistent set of 'Maths Norms' allows for students to develop a growth mindset towards challenging tasks, emphasising that our 'best learning' happens when we are out of our comfort zone. The growth mindset concept is also addressed through the Whole School Wellbeing Framework, in terms of tackling social situations with respect and responsibility as we learn from our mistakes. Inquiry continues to give students voice and agency in deciding their topic, learning style and assets focus for I-Time projects, empowering them to develop confidence in embodying Learner Assets.

We promoted regular attendance in 2019 by continuing to work with families to ensure students were at school and learning. The school implemented a Compass notification system, sending SMS messages to parents and carers to provide an explanation for absences, and made phone calls after extended periods of absence. The school follows the attendance guidelines to schedule attendance meetings to address chronic absences and implement return to school support plans. Parents and carers choosing to take family holidays applied to the principal for approval. Attendance data shows a slight decrease in the number of student absences and unexplained absences from 2018 – 2019 across the school. Extended student absences continue to be explained by family holidays.

Wellbeing

The wellbeing of students is a priority at EPS and reflected in our strategic plan goal; 'for students, staff and parents/carers to feel safe, valued and respected as members of our school community'. Our wellbeing approach uses positive relationships as the basis for forming effective classroom learning environments and the principles of restorative practices to support student development.

Teachers follow the whole school wellbeing framework including resources from Respectful Relationships and Human Rights, to teach the Personal and Social Capabilities curriculum. They analyse results from our wellbeing student survey (conducted in February and November) and annual Attitudes to School Survey results to further inform their planning. Staff have participated in professional learning on Respectful Relationships and Human Rights to upskill them in the delivery of the Social and Personal Capabilities curriculum. The Green Zone, a multipurpose space which supports students with additional needs, serves as a specialist teaching space for delivering wellbeing lessons once per week for each grade level across the school. Resources and visuals in this space support the whole school approach to The Zones of Regulation and wellbeing focus areas throughout the term.

The continued input from our parents/carers is valued and ongoing feedback is sought through a termly online poll with

all stakeholders in our community to track our progress towards our School Strategic Plan goal in wellbeing; for students, staff and parents/carers to feel safe, valued and respected as members of the community. Parents are asked to rank how connected they feel to this statement; from strongly agree to strongly disagree. We have had a consistent response rate of one-third of families each term. Many families took the opportunity to add positive comments alongside the results, which were celebrated with staff.

Poll results align with those from the Parent Opinion Survey, which show an increased positive response across all domains. This year, unlike previous years, all parents were invited to complete the survey and of our 381 families at EPS we received 98 responses. The school received a higher percentage of positive responses in all 19 domains, with significant improvements in the domains of teacher communication, school improvement and general satisfaction.

Our Human Rights Community Workshop provided an opportunity for teachers and staff to work collaboratively on developing initiatives to imbed a rights respecting culture at our school, using the knowledge we have gained from our participation in the Human Rights Pilot Project this year. Actions implemented this year include a book drive to increase the range of literature celebrating inclusion and diversity in all classroom libraries, the development of an Autism Inclusion Action Plan and Cultural Understanding and Safety Plan, as well as theming our LINKT multi-aged classes week at the end of the year with a diversity and inclusion perspective.

In 2019 we also established a Student Wellbeing Team as part of the year 6 leadership program (all year 6's are leaders and engage in a variety of leadership opportunities throughout the year). These leaders meet regularly with the Assistant Principal and Respectful Relationships coordinator to determine ways in which we can improve student wellbeing across the school community. They are responsible for introducing the curriculum focus areas twice a term at whole school assemblies and used a variety of creative modes such as performance and interactive audience quizzes to tune students into topics and develop their understanding. The team have also planned a student-led 'Step Up' program to acknowledge positive behaviour in the yard. This supports the year 5 Peer Mediator program, which provides increased supervision and feelings of safety for students in the yard at recess and lunchtimes.

In terms of Student Attitudes to School Survey results, Sense of Connectedness rose for the Year 5 cohort from 72% in 2018 to 75% in 2019, and in the Year 6 cohort from 74% in 2017 to 84% in 2019. Resilience remained the same for the Year 5 and 6 cohorts at 73% and 83% respectively, with male responses significantly higher than females. In the domain of Student Voice and Agency, results were similar for the Year 5 cohort from 2018 to 2019, but rose for the Year 6 cohort from 69% in 2018 to 80% in 2019. The need to focus efforts on the Year 4 cohort has been recognised and an action plan developed which includes a dedicated six week wellbeing program to be delivered throughout term four.

Financial performance and position

EPS 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. This surplus occurred through considered and accurate budgeting, careful management of programs, maximising opportunities for generating revenue and applications for external grants. We received a small amount of Equity Funding, which contributed towards the employment of support staff to the literacy intervention program. We were also the recipient of a large Victorian Government community grant, Pick my Project which allowed the school to replace ageing play equipment to the value of approximately \$200K.

Important note: Whilst receipt of the Pick My project grant is represented as part our Total Operating Revenue in the below Financials, it was not included in Expenditure at the point in time this data was generated. This has resulted in an inflated Net Operating Surplus of approximately \$200K.

For more detailed information regarding our school please visit our website at
<http://elsterwickps.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: 

School Profile

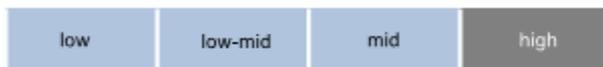
Enrolment Profile

A total of 563 students were enrolled at this school in 2019, 256 female and 307 male.

8 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



School Staff Survey

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

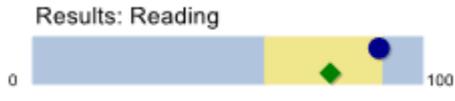
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools: </p> <p>Results: English</p> <p>Results: Mathematics</p>	<p>Key: Similar School Comparison Above Similar Below</p> <p>Below </p> <p>Below </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>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Similar </p>		
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Above </p> <p>Above </p>		

Performance Summary

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

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>40%</td> <td>42%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>44%</td> <td>42%</td> </tr> <tr> <td>Writing</td> <td>23%</td> <td>48%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>50%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>55%</td> <td>27%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	40%	42%	Numeracy	14%	44%	42%	Writing	23%	48%	29%	Spelling	33%	50%	17%	Grammar and Punctuation	18%	55%	27%	<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%
Domain	Low	Medium	High																															
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Performance Summary

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

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="margin: auto;"> <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>95 %</td> <td>94 %</td> <td>95 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	95 %	94 %	95 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	95 %	94 %	95 %	93 %										

Performance Summary

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

Key: Similar School Comparison
● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,300,383	High Yield Investment Account	\$441,607
Government Provided DET Grants	\$426,193	Official Account	\$99,865
Government Grants Commonwealth	\$17,314	Other Accounts	\$34,158
Government Grants State	\$142,384	Total Funds Available	\$575,630
Revenue Other	\$17,795		
Locally Raised Funds	\$1,165,201		
Total Operating Revenue	\$6,069,271		
Equity¹			
Equity (Social Disadvantage)	\$9,758		
Equity Total	\$9,758		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,253,041	Operating Reserve	\$208,935
Books & Publications	\$3,674	Other Recurrent Expenditure	(\$45)
Communication Costs	\$16,665	Provision Accounts	\$2,000
Consumables	\$101,507	Funds Received in Advance	\$115,775
Miscellaneous Expense ³	\$706,398	School Based Programs	\$258,900
Professional Development	\$54,376	Capital - Buildings/Grounds < 12 months	\$200,000
Property and Equipment Services	\$103,784	Total Financial Commitments	\$785,565
Salaries & Allowances ⁴	\$71,205		
Trading & Fundraising	\$129,259		
Travel & Subsistence	\$1,263		
Utilities	\$51,061		
Total Operating Expenditure	\$5,492,234		
Net Operating Surplus/-Deficit	\$577,037		
Asset Acquisitions	\$371,699		

- (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)

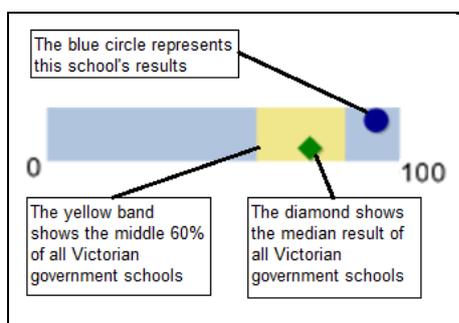
Engagement

- 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').