2018 Annual Report to The School Community

School Name: Chelsea Heights Primary School (3341)

- 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 12 March 2019 at 01:39 PM by Jane Satchwell (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 18 April 2019 at 11:38 AM by Mary Field (School Council President)

About Our School

School context

Chelsea Heights Primary has 35.56 equivalent full time staff. Two Principal Class, one non-teaching Leading Teacher (Head of Curriculum), one Learning Specialist (Digital Technologies), 23 teachers, and 15 Education Support Staff.

The school is located Bayside, south of Melbourne and was originally established in 1900 in what was then the area known as the Carrum Swamp. The current buildings are extensive and well developed, housing 431.2 students, bearing little resemblance to the small school which was built to educate an enrolment of 36 students.

The demographic of our school is changing with the SFO moving from 0.58 in 2013 to 0.44 in 2018 and the SFOE sitting at 0.37. Our EAL contingent has reduced from 37 to 22.

Major renovations were completed in the school's main building in 2005. The Foundation Centre and the Specialist Centre - provided by the BER funding - were added prior to 2010. In 2016 & 2017, a $400,000 redevelopment of the June Elliot Centre to include a Sensory Space and offices for specialist staff was completed due to the school's successful application for the First and Second Rounds of Inclusive School's Funding. In 2018, Chelsea Heights Primary School was successful in obtaining 4.5 million dollars to upgrade the current facilities which is due to be completed by 2020.

Our purpose statement is, "High Standards: High Expectations." The values which underpin the actions of the whole school community are: Respect, Responsibility and Cooperation.
We are "A Family Centred School," with high levels of parent involvement. The contributions of all community members are valued, and welcomed in a wide variety of ways. Parents and families play an important role in enhancing the educational experience for our students. Building and maintaining these relationships is a priority. Various mediums such as; having regular parent helpers in the classroom, a very active and productive Parents and Friends Association, parents and guardians on School Council and the affiliated committees, family involvement in working bees and weekly attendance at assemblies support this end.
Our welfare program fosters the development of Individual Education Plans and wellbeing support to our students and their families. Student wellbeing underpins the learning and success of every child at Chelsea Heights Primary School. Having a consistent approach and a common language that supports the social and emotional wellbeing of all students is seen as an imperative. Our Welfare Program is recognised nationally for our outstanding practices with Wilson McCaskill's Play is the Way with a significant number of school visits across Victoria and other states. Wilson McCaskill's "Play is the Way" program is implemented by all staff to support our students in developing resilience, persistence, pursuing their personal best and ultimately learning to self-regulate and respond in socially acceptable ways when they are faced with challenging situations. The language which underpins our wellbeing program, "Play is the Way," is embedded throughout the school community and is supporting our students to be driven by "their thinking, not their feelings" and mastering "being their own boss." Immersing students in a variety of experiences through play proves to be highly beneficial and supports them in the transference of strategies to real life situations.

The development of an agreed and viable curriculum has been a major factor in supporting all teaching staff in understanding what we want our students to learn. The Chelsea Heights Power Standards reflect the essential skills that all students will learn at each level. These are carefully scaffolded and broken down into skill sets that are translated into lessons which have clear Learning Intentions and Success Criteria. All lessons are delivered through agreed models of teaching that are based on evidence of how children learn best, and students are supported to self-assess using Proficiency Scales and set their own learning goals as an integral part of the learning process.
A deep understanding of the practice and delivery of explicit teaching by our staff is seen as critical to the effective learning of our students. We are committed to our teachers undertaking continuous professional learning to enhance their skills; and ensuring that they plan and work together in professional learning teams to guarantee the consistency of approach, shared expectations and a whole school ownership of the learning of all

students. The individual staff Performance Development targets are driven by the school's overarching goals as developed in response to our data. These goals are evidenced in the Strategic Plan and Annual Implementation Plan.

Specialist programs are offered in Performing Arts, Visual Arts, Physical Education and Japanese. A 1:1 iPad Program has been successfully embedded in Levels 5 and 6. Portable technology is supported by the school's robust wireless environment. Both keyboard and touch technology are accessed by our students. Trolleys housing class sets of touch pads and iPad Minis are available from Foundation to Level 4. Interactive Whiteboard technology is accessible in every classroom, including Specialist Classes.

Clarity of understanding by all staff of the many roles needed in our school is underpinned by our Roles and Responsibilities Handbook. The collegiate development of this document, its explicit outline of roles, their application within our school and their link to budget allocation is ensuring a truly sustainable model of self-management and shared ownership for Chelsea Heights Primary School.

Our Student Leadership Program centres on Community Leadership in Level 4, Personal Leadership in Level 5 and Public Leadership in Level 6. Our student leaders play an integral role in the running, development and promotion of our school.

Framework for Improving Student Outcomes (FISO)

Rationale:

The school commenced using DuFour's Professional Learning Communities framework in 2012. In 2018, the school continued to focus on the initiatives of Building Practice Excellence and Curriculum Planning and Assessment.

Detail to support Rationale:

Our learning data showed us that:

1. In Maths 25% of students were marked above the expected level. Our target was to get from 17% to 22% so we have exceeded our target.

2. In Reading 30% of students are being marked above the expected level. Our target was to get from 27% to 30% so we have achieved our target

3. In Writing 16% of students are being marked above the expected level. Our target was to get from 13% to 20% so there an improvement gain but further work is needed.

This achievement data clearly indicated to us that in the FISO initiatives of Building Practice Excellence and Curriculum Planning and Assessment we are on the right track in Maths and Reading and a year of consolidation and refinement would be highly beneficial. Writing however, needed further work and as such was a main focus of the 2018 AIP. What we are seeing across the board is that a common understanding of student agency in learning is what will give us leverage in all areas.

The State wide priority 1: Excellence in teaching and learning has two dimensions:

I.   Building practice excellence

II.   Curriculum planning and assessment

The key improvement strategies for our 2016 -2020 Strategic Plan are to:

1.   Further strengthen the whole-school Professional Learning Community (PLC) and PLTs at each level, with a focus on the following key improvement strategies;

-      Curriculum is designed and planned as a continuum and teachers recognise that students can be anywhere along this continuum and all have the ability to grow, therefore student learning must reflect personalisation.

-      Students are involved in developing the curriculum plan by reflecting on their own learning and the use of assessment strategies such as self and peer evaluation, goal setting and monitoring and the development of portfolios of evidence to demonstrate learning

2.   Use communities of practice to build capability beyond the individual school and to provide professional challenge to reflect on and extend current practice. This key improvement strategy was driven by:

-       Rigorous analysis of student achievement data to inform a sequential curriculum plan
-       Based on student achievement data teachers adjust the pace within lessons and the pace students move along the continuum
-       Frequent updating of achievement of the Power Standards on the Sentral Continuum, in conjunction with students
-       Flexible grouping of students in ALL Number & Algebra units that reflect skill based learning, informed by the CFAT data obtained at the beginning of a unit
-       Identify and document prerequisite skills required when beginning a unit of work to support early intervention where deficits are recognise
-       Continue to develop a whole school tiered response to intervention
-       Identify the 'Big 3' areas for improvement in Reading from 2017 NAPLAN data and begin to develop a plan for whole school response to these Learning Capabilities and the Digital Technologies Curriculum to be integrated into all learning areas
-       Teachers discuss the Power Standards and skill sets with students and negotiate learning tasks that would support them towards achieving these
-       Teachers work with students to formulate a selection of avenues to demonstrate their proficiency of a Power Standard or skill
-       Provision of Professional Learning around metacognitive behaviours and how these are integral to all parts of a lesson or sequence of learning
-       Strengthen teacher understanding of how to make Learning Intentions purposeful and relevant so that students are constantly in a state of self-assessment/inquiry
-       PLC focus on creating an agreed approach to student learning journals and provide Professional Learning to all staff around how to utilise these as part of the learning process
-       Establish a shared understanding of the purpose of student led conferences, and develop a common format to support students in facilitating these

Achievement

Our 2018 achievement goal was for students to demonstrate a minimum of one year's growth in all Power Standards that require them to apply skills and solve problems.

The key improvement strategies named above were employed to meet this goal. Analysis below outlines the level to which the success criteria indicated in our AIP was met by the end of Semester 2, 2018:

•   Key Improvement Strategy 1: All planning documents reflect lesson structure and models of teaching and staff understanding of these. There is evidence of improved/consolidated practice as a result of peer feedback in the Performance Development Paperwork. All students are able to articulate and explain their levels of understanding in accordance to the skills on proficiency scales; and identify the next step in their learning. An agreed and consistent understanding of the CHPS writing approach is developing.
•   Key Improvement Strategy 2: All staff are using three sources of data to evaluate student learning and tracking students' achievement for the Number Power Standards in the SENTRAL Continuum. There are minuted discussions in PLTs centring on student levels of proficiency with reference to products, observations and conversations. Whole staff Professional Learning sessions for moderation of each writing genre have occurred and a termly wall display is occurring. Teachers are accessing and utilising CFATs and Proficiency Scales that go above and below the level they are teaching.
•   Key Improvement Strategy 3: Realistic and time bound goals have been set with all members of staff as part of the Performance and Development Process which are aligned with whole school targets. Observations of whole school approaches to system response to intervention and enrichment in number from school visits have been brought back for discussion at PLC Support. However, an action plan is still to be developed for a whole

school response to intervention and enrichment.

Our program for Students with Disabilities (PSD) supported 25 students in 2018. The Assistant Principal and 11 Integration Aides lead the program. An ES Level 2 - 1, who provides administrative and directional support, leads the Integration Team itself. Our PSD students showed satisfactory progress in achieving their individual goals based on yearly goal sheets and Individual Education Plans.

Engagement

Our E-Learning plan supports 1:3 accessibility of portable learning technology across the school. The ICT Coordinator, is a member of the PLC Support (curriculum focus) meetings and has created a scope and sequence document with whole staff input. This documentation is supported by the provision of trolleys of netbooks and iPads accessible to whole from Foundation to Level 4 and a 1:1 iPad Program for the Senior School students. Our ICT team works with the DET provided technician to ensure that our wireless environment is maintained to a high standard and updated regularly. Netbooks and iPads are accessed at the point of need to support learning in literacy and numeracy with the trolleys allocated termly to levels across the school. Use is varied for example; Listen to Reading during Daily 5, to access explicit teaching materials and coding has been trialled in various areas of the school

Learning Journals are utilised throughout the school. In 2018 there was a greater emphasis on developing their content with formative assessment and metacognition being key foci.

Analysis of the Chelsea Heights Primary School Attitudes to School data which anonymously surveys students in Levels 4 to 6 in relation to effective teaching, learning characteristics, bullying, safety, social engagement and teacher-student relationships.
All areas of the survey was consistently above state, network and similar school averages as stated below:

	CHPS	Similar Schools	Kingston Network Schools	State
Sense of Connectedness	88%	81%	83%	81%
Self- regulation and goal setting	90%	83%	84%	83%
Sense of inclusion	93%	90%	89%	89%
Not experiencing bullying	72%	55%	59%	55%

Analysis of the data received from the Staff and Parent Opinion Surveys strongly correlates with the Attitudes to School data -

100% of parents were satisfied with how we promote positive behaviour which is 12% higher than 2017 and 11% higher than similar schools
89% of parents were satisfied with how the school manages bullying which was 12% higher than 2017 results and 9% higher than similar schools
94% of parents believed their child is connected to the school and their learning which is 7% higher than 2017 and 2% higher than the state and similar schools
90% of staff were positive about the collective focus on student learning which was 4% higher than similar schools

The Setting the Climate Program, which is scaffolded from Foundation to Level 6 is embedded in our school culture. This program is built in conjunction with teacher and the class which sets the expectation from the beginning of each school year and ensures our consistent implementation of whole school language & expectations.

Wellbeing

Within the FISO priority are of a "Positive Climate for Learning," Empowering Students and Building School Pride was the FISO initiative identified for the school's focus in 2018. The Key Improvement Strategy (KIS) targeted was to "Support student engagement by developing a rich curriculum that enables student to develop as independent thinkers and problem solvers."

Throughout 2018 the school has deepened the understanding of our strategic and coordinated approach to supporting student wellbeing through classroom, school and extra-curricular support programs by:

•   The continued whole school approach Wilson McCaskill's 3Rs (Reflection, Repair and Restitution) which is utilised in the 3R's room at lunchtime to support students in building their prosocial behaviours

•   Trauma: PDs have been run to engage staff in our Nurture Room and Sensory circuits. Data on these programs is being collected and monitored by teachers, integration aides and our Welfare team.

•   Daily Sensory Circuits developed by Jodie Lang our Occupational Therapist in conjunction with our Integration team to support self-regulation. These students have been identified by teachers and the evidence the Integration Team were able to   gather throughout the year has been extremely positive.

•   Nurture Group: Three times per week up to six students attended the Nurture Group program aimed at supporting students who are or have experienced trauma

•   Allocating funds within the PD budget to support understanding of Wilson McCaskill's philosophies

•   Educating staff and parents in regards to building resilience amongst their children and our students through parent workshops

•   Informing parents regularly of the key concept in focus via our school newsletter

The 2018 Parent Opinion data indicated that 100% of our parents were satisfied that we promote positive behaviour amongst our students which is significantly higher than state and similar schools.

Across the school time has been assigned during Professional Learning Team (PLT) meetings to discuss Welfare, Play is the Way, Assessment and Sustainability, so that the representatives from each of these groups can keep their team members informed.

Fortnightly Welfare meetings with representatives from each Sub School identify students with academic and social/emotional concerns. Students who have been identified through this process are supported through our onsite psychologists or referred for further assessments by our SSOs (Student Support Officers).

Monthly PLC Support meetings, allowing time to share ideas or concerns relating to pedagogy and practice.

Financial performance and position

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.

For more detailed information regarding our school please visit our website at
http://chps.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 432 students were enrolled at this school in 2018, 204 female and 228 male.

7 percent of students had English as an additional language and 1 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: 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)	88.4	85.1	78.3	91.6

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)	73.4	77.7	66.6	86.7

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.*

"School Comparison" is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are 'Lower' (lower than expected), 'Similar' (as expected) or 'Higher' (higher than expected).

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	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	93.9	90.1	82.6	95.3	Similar
Mathematics	97.6	91.1	84.0	96.4	Similar

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	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	82.4	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	74.5	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	64.9	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	57.9	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	80.2	71.4	57.6	83.6	Higher
Year 3	Numeracy (4 year average)	71.7	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	65.3	61.2	47.0	75.5	Higher
Year 5	Numeracy (4 year average)	57.8	54.8	39.2	71.4	Higher

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'.

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 Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	28.8	51.9	19.2
Numeracy	13.2	52.8	34.0
Writing	22.0	54.0	24.0
Spelling	23.1	42.3	34.6
Grammar and Punctuation	30.8	38.5	30.8

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

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	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.0	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	13.7	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 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)	93	94	93	93	91	93	93

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	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	87.8	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	90.1	81.7	73.8	88.7	Higher

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	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	85.7	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	88.9	81.8	73.7	89.7	Higher

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	$3,436,433
Government Provided DET Grants	$363,600
Government Grants Commonwealth	$6,400
Government Grants State	$0
Revenue Other	$110,724
Locally Raised Funds	$295,837
Total Operating Revenue	**$4,212,994**

Equity [1]	Actual
Equity (Social Disadvantage)	$35,851
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$35,851**

Expenditure	Actual
Student Resource Package [2]	$3,299,213
Adjustments	$0
Books & Publications	$1,413
Communication Costs	$4,660
Consumables	$65,272
Miscellaneous Expense [3]	$421,000
Professional Development	$30,087
Property and Equipment Services	$183,652
Salaries & Allowances [4]	$50,198
Trading & Fundraising	$42,396
Travel & Subsistence	$0
Utilities	$30,625
Total Operating Expenditure	**$4,128,515**
Net Operating Surplus/-Deficit	**$84,479**
Asset Acquisitions	**$247**

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	$28,391
Official Account	$6,170
Other Accounts	$8,679
Total Funds Available	**$43,240**

Financial Commitments	Actual
Operating Reserve	$20,000
Other Recurrent Expenditure	$14,130
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	$9,110
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	$43,240

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 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE *PERFORMANCE SUMMARY* SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for Teacher Judgements against the curriculum
  - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement
- student attendance and engagement at school, 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 SCHOOL COMPARISON REFER TO?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

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 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 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').