

2019 Annual Report to The School Community



School Name: St Kilda Park Primary School (2460)



- 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 March 2020 at 03:17 PM by Neil Scott (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 21 March 2020 at 10:20 AM by Julia Bunjevaca (School Council President)

About Our School

School context

About Our School

School Context

St Kilda Park Primary School, founded in 1882, is a highly popular inner suburban bay-side school located at the southern tip of Albert Park, approximately 5km from the Melbourne CBD. At the end of 2019, our student population was 372. Our Student Family Occupation and Education Index (SFOE) of 0.1331 is way below the state median, reflecting a relatively affluent school community. Due to a tightly controlled local enrolment zone, our enrolment projections indicate student numbers will remain roughly stable over the next five years.

The school community has a strong commitment to The Arts, both visual and performing, including a parent-run orchestra, choir and voice ensemble groups. Our Library services the whole school by linking into the curriculum and encouraging students to borrow on a regular basis and our students have specialist Italian sessions each week. Our Year Three and Four students are involved in an extensive Kitchen Garden Program. Literacy and Numeracy are focuses along with the development of knowledge and skills through an Inquiry Learning approach. Creating a Positive School Environment (CAPSE) and our Philosophy program are integrated into the Inquiry approach. Private music tuition is available as well as private tuition in tennis, chess and coding.

All staff members operate as a part of a Professional Learning Community and great emphasis is placed on teams closely working together to better understand the learning needs of our students and then to collaborate to ensure that precise teaching and learning takes place to allow all student to make progress. The school's staffing profile consists of 15 classroom teaching positions and four specialist teaching positions. We have an additional teacher who provides 'Reading Recovery' Literacy Intervention for our Year 1 students. There are also two Principal Class Officers, an Assistant Principal and Principal. There is a Business Manager and an Office Manager. There are five part-time Integration Aides to support our students with Disabilities and Impairments. Our staffing profile is remarkably stable which reflect a happy and committed staff.

St Kilda Park Primary School community seeks to develop an inclusive, creative and reflective learning culture. This culture connects children to their world by engaging and equipping them with the necessary skills and knowledge to become valued members of the community.

We aim to create a secure, stimulating and happy environment which:

- encourages children to take responsibility for their own behaviour and to respect the rights and needs of others
- supports children to consistently strive for improvement and celebrates all worthwhile pursuits and achievements
- promotes a sense of belonging and wellbeing in all students
- fosters a strong sense of community and mutual respect between all members of our community.

The following core values are reflected in all aspects of school life and contribute to a sense of common purpose within the school community: Respect, Creativity, Enthusiasm and Resilience.

Amongst a range of ideals we value student voice, teachers being addressed by first names, leadership opportunities for all students and no school uniform. Efforts are made to ensure that the school's wider community is actively involved to enrich school life and ensure that individual backgrounds and experiences are acknowledged and affirmed. Parent participation is encouraged and welcomed by assisting with the implementation of the daily curriculum and the long term strategic planning of the school.

Our focus is to develop the teaching practices and learning environment that reflect this culture. Our model of professional learning has at its core the essential elements for learning: creativity, inquiry, collaboration, co-operation, self-responsibility and personal development in an environment of challenge and support. Relationships in the school

community underpin everything and enable us to build a community of continuous learners. The School Council and leadership team regularly consult with students, parents/carers, support organisations and community groups to ensure we are responsive to students' social, emotional, cognitive and cultural needs.

A key component of St Kilda Park's approach to building a positive culture is through a primary prevention framework that underpins student wellbeing. This framework teaches positive behaviours, Restorative Practices and the use of logical consequences to reinforce positive and inappropriate behaviour. The use of Risk Assessment and Management Process (RAMP) builds capacity for pastoral care for early intervention of students at risk. Our positive school culture is predicated on student engagement being the basis for learning.

A professional learning community of life-long learners facilitates the building of respectful relationships, a deep understanding of pedagogy and a focus on improving teaching and learning practice. An inclusive and engaging curriculum incorporates the various teaching models of AusVELS ensures that the teaching and learning practice at our school is in line with the needs of 21st-Century learners.

2019 represented the second year of our School Strategic Plan (SSP) This Plan was built around ensuring strong progress for all students in Reading, Writing and Maths through strengthening partnerships with the school community and building teacher capacity. A large part of this direction involves an ongoing partnership with 'Challenging Learning' an external consultant and critical friend who has successfully worked with us to develop our understanding of growth mindset, challenge and feedback in learning.

This direction and work allowed us to make progress towards the goals and targets set out in the new Strategic Plan during 2019.

The theme of our major school event 'Celebration of the Arts' in 2018 was 'Dance Macabre' – an evening that showcased our students' and staff members' creative side with visual arts installations and performances inspired by the supernatural - spooky songs, deathly dances and apocalyptic artworks. We are very proud of our strong creative identity and in providing an environment that encourages students to demonstrate their creative flair. Year after year this event still astounds us all. We have such talented students and teachers who put in their heart and soul to make this event truly unique and loads of fun with a truly child-centred approach.

During 2019 we were lucky to receive a State Government Inclusive Schools Grant of \$200,000 to build an accessible and engaging new play area for our students. Utilising a previously unattractive area of dirt and tanbark on our school grounds, we managed to create a challenging climbing structure and accessible sandpit area shaded by a huge Canary Island palm tree. The completion of this work in October was positively received by our entire community and has provided a hugely popular new play option for our students to build greater engagement. Another highlight of 2019 was a successful year for our community events and fundraising. The tireless efforts of our parent's Association and Fundraising Sub-Committee meant that sufficient funds were raised to provide significant classroom technology upgrades at the end of the school year.

Framework for Improving Student Outcomes (FISO)

Our 2019 Annual Implementation plan was focused on the Framework for Improving Student Outcomes (FISO) Dimensions of 'Building Practice Excellence' and 'Parents and Carers as Partners'. These dimensions had been identified in our School Strategic Plan developed during our School review that took place in 2017. This process identified our four-year strategic goals 'to ensure that every student makes a minimum of 12 months learning growth in literacy and numeracy each year' and 'to strengthen the partnership with the school community to achieve the expected learning growth for all students'. Our progress towards these goals in 2019 was strong. We remain committed to ensuring every student is supported to achieve their personal best and make growth in their learning, regardless of their starting point and so have identified a key strategy to build teachers' ability to work collaboratively to develop their understanding of curriculum, high impact pedagogical practices and detailed analysis of student learning data to ensure differentiated and personalised learning that allows all students to make progress.

Achievement

Whilst a series of tables and charts will never be able to fully paint a picture of any school, especially one with such a vibrant, creative and engaged community as St. Kilda Park, we are incredibly proud of the academic results presented in this report.

Our 2019 NAPLAN results were once again very strong - both in raw scores and in the difference between our school mean and the state mean.

Our major area of curriculum focus is student writing and we were very pleased that the hard work we have put it appears to be paying off. The NAPLAN data in writing at Years 3 and 5 is very strong and shows a positive 3-year trend of increased mean student achievement.

In all NAPLAN areas, our performance was significantly above state averages and we also compared favourably to 'similar' schools.

In addition to these outstanding achievement results, We are also very interested in looking more closely at the learning progress that is being made. As a very high performing school academically, we continue to be able to point to impressive amounts of students performing above age expectations and in the top two bands of NAPLAN test results, we believe that an emphasis on learning growth, regardless of starting point, is a more telling measure of the impact that our teaching and learning is having.

As a result we set have set ourselves some very challenging goals in our School Strategic Plan (2018-2021). Overall the course of the Strategic Plan we are committed to ensuring that every student makes a minimum of 12 months learning growth in literacy and numeracy each year and for the proportion of students in the top 2 bands of NAPLAN in Reading, Writing and Numeracy to be maintained from year 3 to year 5. In 2019, this was reflected in a 12 month target for 96% of students to make at least one Victorian Curriculum level progress in Reading as measured by teacher judgement. In Writing this was to be 95% of all students and in Number 97% of all students.

Our 2019 teacher judgement results show that we made strong progress towards these goals but fell just short of the challenging targets set. However, as a teaching staff we have put faces to this data and teachers are now aware of those students who did not make the expected growth in 2019 and are working closely to ensure they are supported to catch-up in 2020.

In terms of NAPLAN data, our relative growth from Year 3 to 5 is a measure and data set that we place a lot of emphasis on. This allows us to view the 'value' that we add to our students' learning by measuring the growth they make relative to all students nationally with the same Year 3 score. Overall, we had more students making 'high growth' in their learning than those making 'low growth'. This means a higher than expected proportion of our students are making better than average progress in the two years from 3-5. Another stated aim in the new School Strategic Plan is to monitor those students achieving in the highest two NAPLAN bands in Year 3 (band 5 and 6) and aim to ensure they are still in the top two bands two years later (bands 7 and 8). This is seen to be another good measure of our ability to challenge and extend our more able students.

Our aim in 2019 was for the percentage of students remaining in the top two NAPLAN bands between Year 3 testing in 2016 and Year 5 testing in 2018 to be 75% in Reading, 50% in Writing and 80% in Number. Our progress towards these challenging targets was strong and represented an improvement on 2018 in both Writing and Numeracy. We are strongly committed to improving this data over the next three years. We have identified a number of actions in our 2020 Annual Implementation Plan which will allow us to identify and support students working in the top two bands in Year 3 to give them the best possible chance to remain there as they move through the school.

This student achievement data has been analysed in great detail by our School improvement Team and staff and closely informed our AIP actions for 2020.

Engagement

Another goal from our School Strategic Plan is 'To strengthen the partnership with the school community to achieve expected learning growth for all students'. We aimed to measure progress towards this goal over four years by targeting improved Parent Opinion survey data for School improvement, Teacher communication, Effective Teaching

and General Satisfaction. We also identified that student absences were a cause for concern and so set ourselves a target for the average absence days to be at or less than similar schools.

Our Parent Opinion data from 2019 was excellent and shows a community engaged and happy with our school. In all of the areas identified in our School Strategic Plan we exceeded our targets and were significantly above our 2018 results and also well above the results for similar schools, network schools and state averages.

Our student attendance data was identified as an area of mild concern during our 2017 school review. Compared to similar schools we had a higher number of days absent per student and also a higher proportion of students with 20 or more absent days per year. We also had a high proportion of unapproved absences, meaning time off school with no explanation provided by parents. In 2019 we attempted to tackle this with a focus in the community of the importance of student attendance and a continuation of 'Beat the Bell' - an initiative to encourage students to be at school on time each day. In line with new DET attendance guidelines, we contacted parents of students who were not at school where no explanation had been provided. Because of these efforts we actually saw a decrease in the percentage of students missing 20 or more absent days during 2019 - down from 26% to 22%. Despite this positive trend in chronic absenteeism, we also saw an increase in average absences from 15.4 days per year in 2018 to 16.2 days per year in 2019. Encouragingly however, our efforts through Compass and in contacting parents directly saw unapproved absences continue to drop from 5.6 days per student in 2017 to 2.2 days per student in 2019. Attendance will continue to remain a focus of our attentions into 2020 and beyond.

In addition to this data, our 2019 Student Attitudes to School survey saw a slight decrease in many areas which has been a cause for further investigation and action.

Once again our Staff Opinion Survey reflected a very happy, connected and dedicated school staff. For 'collective focus on student learning' the percentage endorsement was 95% and 'trust in students and parents' was 87% - sixteen percentage points higher than the state average.

2019 also saw the launch of a brand new school website in an effort to better engage and communicate with our wider community. This site was very well received and plans are underway for 2020 to overhaul our school newsletter and streamline our existing communication channels. We are really proud of the friendly and inclusive culture that is evident throughout the school. This culture is evident throughout the school through our numerous welfare programs, willingness to participate in competitions and activities, and daily interactions between students and staff

Wellbeing

At St Kilda Park Primary School we aim to create a secure, stimulating and happy environment which:

- encourages children to take responsibility for their own behaviour and to respect the rights and needs of others
- supports children to consistently strive for improvement and celebrates all worthwhile pursuits and achievements
- promotes a sense of belonging and wellbeing in all students
- fosters a strong sense of community and mutual respect between all members of our community.

During 2019 we explored and introduced the DET 'Respectful Relationships' program across the school. This represents a much-needed whole-school program to increase student wellbeing by promoting and modelling respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence. Whilst 2019 saw us begin to implement this important work, we look forward to this continuing and improving in 2020 and beyond.

Our Creating a Positive School Environment (CAPSE) program again successfully established routines and expectations at the start of the school year. There was an increased focus on transition, particularly from Years 2-3 and Years 4-5 after feedback from student forum. Overall, we were concerned by some of the messages from our annual Student Attitude to School survey completed by our children in Years 4-6 and have identified further analysis and

action in this area as a key action for our 2020 AIP. Work in this area will be led by our newly appointed Learning Specialist.

Financial performance and position

St Kilda Park Primary School finished 2019 in a strong financial position. Our Total Operating Revenue of \$3,669,728 comprising DET Grants, Commonwealth Government Grants and Locally Raised Funds with a net operating surplus for the year of \$89,529, meaning that the school finished the year pleasingly with Total Funds Available of \$214,138.

This healthiness of figure represents sound financial management and workforce planning, alongside the exceptional fundraising efforts of the fundraising subcommittee and the local community.

We are a well-resourced school greatly due to locally raised funds from our very engaged and generous school community. St Kilda Park Primary School is committed to continuing the provision of high quality educational opportunities as well as maintaining and improving the standard of our facilities.

For more detailed information regarding our school please visit our website at
www.skipps.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

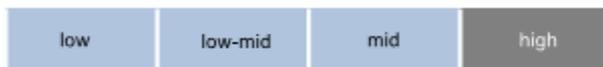
Enrolment Profile

A total of 374 students were enrolled at this school in 2019, 192 female and 182 male.

13 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).

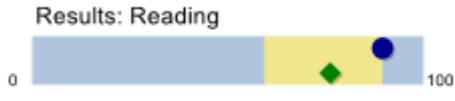
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



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>Above </p> <p>Similar </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>Similar </p> <p>Above </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>Similar </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>27%</td> <td>53%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>18%</td> <td>45%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>50%</td> <td>37%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>59%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>41%</td> <td>28%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	53%	20%	Numeracy	18%	45%	36%	Writing	13%	50%	37%	Spelling	20%	59%	20%	Grammar and Punctuation	31%	41%	28%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	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>Below ●</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>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	93 %	93 %	92 %	92 %	88 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	93 %	93 %	92 %	92 %	88 %										

Performance Summary

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

Wellbeing	Student Outcomes	Similar School Comparison
<p>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
Student Resource Package	\$2,820,410
Government Provided DET Grants	\$305,324
Government Grants Commonwealth	\$13,505
Government Grants State	\$47,245
Revenue Other	\$20,005
Locally Raised Funds	\$463,239
Total Operating Revenue	\$3,669,728

Funds Available	Actual
High Yield Investment Account	\$170,763
Official Account	\$43,375
Other Accounts	\$0
Total Funds Available	\$214,138

Equity ¹	
Equity (Social Disadvantage)	\$7,722
Equity Total	\$7,722

Expenditure	
Student Resource Package ²	\$2,807,102
Books & Publications	\$2,849
Communication Costs	\$10,006
Consumables	\$100,301
Miscellaneous Expense ³	\$369,210
Professional Development	\$38,902
Property and Equipment Services	\$132,861
Salaries & Allowances ⁴	\$48,011
Trading & Fundraising	\$33,402
Utilities	\$37,554

Financial Commitments	
Operating Reserve	\$123,276
School Based Programs	\$8,698
Beneficiary/Memorial Accounts	\$5,000
Capital - Buildings/Grounds < 12 months	\$51,000
Maintenance - Buildings/Grounds < 12 months	\$18,505
Total Financial Commitments	\$206,479

Total Operating Expenditure	\$3,580,199
Net Operating Surplus/-Deficit	\$89,529
Asset Acquisitions	\$46,225

- (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)

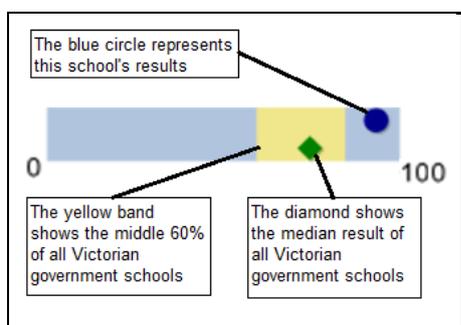
Engagement

- 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).

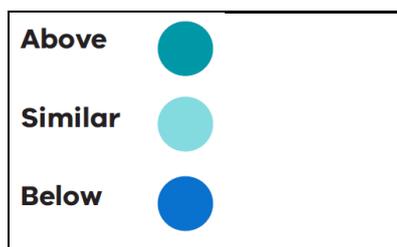


What does *School Comparison* refer to?

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').