

2018 Annual Report to The School Community



School Name: Amsleigh Park Primary School (5428)



- 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 26 March 2019 at 02:28 PM by Michael Cormick
(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 28 March 2019 at 12:41 PM by Gregory Dellas
(School Council President)

About Our School

School context

At Amsleigh Park Primary School our purpose is: 'to provide a safe, supportive and dynamic learning environment through high quality teaching that enables all students to be responsible, independent and resilient learners, well prepared for an evolving global future.' Our purpose is complemented by our school values: Respect, Integrity, Motivation, Inclusion and Resilience, and our school motto 'Our Best Always'.

Located in the quiet residential area of Oakleigh East, Amsleigh Park is affectionately known as a 'hidden gem'. We cater to children from Oakleigh East and the surrounding suburbs of Huntingdale, Mount Waverley and Clayton.

In 2018 our SFO is 31.21 indicating increasing affluence in the school community. Census day enrolment was 347, reduced from 2017, and we have identified that mobility is affecting enrolment as families renting in the area seek cheaper housing in the growth corridors of Melbourne.

In 2018 our school was organised into 16 classes with 5 specialist programs, Reading Intervention and English as an Additional Language support. A Science-Technology-Engineering and Mathematics (STEM) program was introduced from Prep – Grade 6 in 2018 with all students participating in one semester of this program.

With a full time staff comprising: 2 principal class, 20 teachers and 10 education support staff (Full time equivalent 26.9) our school operates as a collaborative and dynamic professional learning community. Staff engagement and a shared commitment to improving student outcomes and ensuring that teaching reflects best practice and is evidenced by an ongoing focus on professional learning and improvement. Strongly committed to continuous improvement and achieving excellence in teaching and learning, we maintain a sustained effort to develop our programs.

During 2018 we continued to undertake extended professional learning for Literacy, introducing a new framework for Writing based on the Six Traits of Writing (VOICES) and a new explicit teaching approach to the teaching of phonics in P-2. Additionally, we undertook a extensive program of training in Professional Learning Communities, and also completed our work on the Kids Matter Framework, achieving official accreditation in December. It was a very productive year of professional learning and sound progress was made towards our strategic goals.

At Amsleigh Park our programs are differentiated to account for the broad range of student abilities. Our instructional model, redeveloped in 2018, is centered around the 'gradual release of responsibility' and explicit teaching. Inquiry-based learning is a feature of our curriculum, with an emphasis on student voice and agency (action taking).

Highly engaged in learning, Amsleigh Park PS students are consistently respectful and cooperative in class. Our students follow our TRIBES Learning Community agreements of mutual respect, appreciation and attentive listening. Attitudes to School Survey (ATOSS) data improved further in 2018 and we continue to achieve excellent results in this area. Student attendance continues to be good with our school averages better than the state, but an increasing trend will need to be monitored closely in coming years.

The Amsleigh Park PS Parents and Friends Association organised and ran a number of excellent community events including a colour fun run, school disco, Mother's and Father's day stalls and the annual Easter raffle. These events contribute to building a positive school community and enabling a genuine partnership between families and our school.

In 2018 our \$5.8 Million Capital Works program entered a second year of construction moving onto the next stage to refurbish our main school building. The Leadership and Administration team, Library and Grade 5/6 students all moved into the old junior school classrooms during this time. The resulting modernisation of the main building produced an outstanding result, and we now have a range of contemporary spaces including the Senior Learning Centre, Library, Staff Resource and Administration Centre. In November we also received news that we were the recipient of a Inclusive Schools grant of \$200 000 to construct a new landscaped sensory garden.

Framework for Improving Student Outcomes (FISO)

At Amsleigh Park PS we have concentrated on the following elements from the Framework for School Improvement (FISO) Continua, Building Practice Excellence, Evidenced Based High Impact Teaching Strategies

and Evaluating Impact on Learning. All staff have one Performance and Development Goal related to each of these FISO elements. Professional Learning is significant area of focus, and we undertake a minimum of 3 sessions related to our Annual Implementation Plan each term.

We are also a member of a productive and engaging FISO Community of Practice (COP) comprising six schools in total. The focus of this COP is building practice excellence in Literacy. In 2018 a Literacy Leaders network was established to support this purpose through building middle leadership capacity to support Literacy improvement at each school. A cross network Writing moderation and in-depth sharing of teaching practice for Writing are highlights from the work of this COP.

Achievement

Improving Literacy outcomes for Reading and Writing has been an ongoing focus for our school. Building teacher capacity to implement evidenced based teaching through professional learning is a key driver of improvement for our school.

Teacher judgement data for Reading in 2018 shows 44% of our students were above the expected level (6-18 months ahead) and overall 93% were at or above expected. The teaching of Reading has been further enhanced with the introduction of explicit teaching of synthetic phonics in Prep – Grade 2. Assessment data from Prep 2018 indicate this approach is a successful strategy for building students reading skills of fluency and accuracy. Students achieving above the expected level for Writing in 2018 was 28%, continuing a trend of moderate improvement. The introduction of VOICES (Six Traits of Writing), an evidenced based framework for Writing, is expected to improve student outcomes in coming years as it is further embedded into learning programs. Overall 88% of students were at the expected level or higher in Writing in 2018.

Student achievement data for Numeracy - Number and Algebra, shows that 33% of students are above the expected level and that overall 93% of our students are at or above expected level. We remain above the State mean in all dimensions of Numeracy. Continued work to differentiate teaching using 'Essential Assessment for Numeracy' as a tool to identify student learning needs is supporting our teachers to plan and implement highly targeted teaching.

In 2018 our Grade 3 students performed exceptionally well in NAPLAN Reading with 69% of students achieving Band 5 & 6 (well above expected). This is 12% above the state mean and follows similar results in 2016-17 with the data trending upwards in this time. NAPLAN Literacy Domains including: Writing 51%, Spelling 61%% and Grammar & punctuation 63% round out these excellent results with all above State means. Our Grade 3 results continue an excellent trend of improvement in NAPLAN testing.

Our Grade 5 student NAPLAN results for 2018 showed continued improvement in Reading with 52% of our students above expected at Band 7 & 8, which is also above similar schools for this first time in this Strategic period. Reading results over the four year trend, whilst in the 60% band of State achievement, are still in the lower range when compared to similar schools, and we anticipate that improved results in 2019 should move our school into the similar range. We note that our Grade 5s generally did not do well in NAPLAN testing in 2018, and we are investigating this in 2019. The relative growth of student outcomes for Grade 5 in both Literacy and Numeracy was also disappointing compared to State averages in 2018. As a result we will focus on improving this in 2019 by using ongoing formative assessment and then planning targeted teaching that caters to identified student needs.

Engagement

At Amsleigh Park PS we recognise that student engagement and achievement are closely linked and we take an approach that focuses on the 'whole child' incorporating academic learning, social-emotional development and extra-curricular learning opportunities. Our aspiration is that every child will experience success, developing confidence, independence and resilience.

Attendance data for 2018 and our four year averages are once again in the 'similar' range compared to like schools. We acknowledge that students who are engaged in their learning attend school regularly. The average for student absence has risen in 2018 to 15.24 (up from 14.71) and we have identified that this is an area of increasing concern. Some factors contributing to this increase include families taking extended holidays when students would otherwise be at school. Promoting the benefits and expectations of student attendance is shared through the newsletter, school assembly and year level forums. Our teachers also monitor student attendance

closely and raise any concerns about ongoing absences with families and/or the leadership team.

The introduction of STEM learning across P-6 was very successful in 2018, as was evidenced through high levels of student engagement and enjoyment observed within this program. The provision of a range of new STEM equipment for use in robotics contributed to this success.

In 2018 ATOSS factors for effective teaching practice have all increased further, with two highlights being, Stimulated Learning (from 68.4 to 91.9 percentile) and Effective Teaching Time (54.8 to 88.7 percentile). These results strongly support our efforts to increase student engagement through introduction of common teacher frameworks such as VOICES Writing, and through building the collective efficacy of our professional learning teams. Other ATOSS factors such as Motivation and Interest (80.6) and Sense of Confidence (74.9) also evidence better engagement outcomes for all of our students.

The use of Information and Communications Technology is an important resource for our students and teachers. We now provide 100 iPads (increased by 30 in 2018), 55 netbooks and 25 desktop PCs across our school for students to access in their learning. We have also upgraded our Interactive Whiteboards with new Epson projectors, and replaced older IWBs in the Senior Learning Centre with Interactive panels. Our staff regularly use a range of online and digital learning resources in their teaching. Mathletics and Reading Eggs are well used across the whole school to support learning in both Numeracy and Literacy.

Extra-Curricular activities are offered all throughout the year providing our students with a broad range of opportunities. Some highlights included our school production, 'A Test of Time,' Swimming Program, Education Week and the Twilight Sports. Other extra-curricular options such as: the Leigh Club - Choir, Instrumental Music and Aerobics continued to engage students in stimulating and varied learning throughout the year.

Our comprehensive specialist programs continue to provide a broad and engaging range of learning opportunities for our students. Increasing participation in the Arts is a State-wide goal and we are contributing to this by providing high quality Performing Arts and Visual Arts programs.

Wellbeing

Learning in a safe and nurturing environment is vital for all students, and our highly dedicated and caring staff are very committed to this. Developing nurturing and caring relationships with the students is a high priority, and to support this we provide targeted support for individuals experiencing wellbeing related difficulties. School data through Attitudes to School Survey (ATOSS) demonstrate consistent improvement in student wellbeing and we are proud of our efforts in this important area.

ATOSS results for 2018 continued to show an upward trend, building on previous excellent results. Highlights for ATOSS factors include; 'Sense of Inclusion' (from 42nd Percentile to 72nd percentile), 'Teacher Concern' (59th percentile to 73rd percentile) and 'Sense of Confidence' (57th percentile to 74th percentile). Factors related to student safety, whilst stable' need to be monitored closely, especially those related to the management of bullying.

Our Parent Opinion Survey (POS) data supported the findings of the ATOSS with 'Promoting Positive Behaviour' once again in the 3rd quartile (54th to 61st Percentile in 2018) and importantly that 'Experience of Bullying' was in the 4th quartile (76.3 to 82nd percentile in 2018). The latter indicates that our students are reporting fewer concerns about safety and bullying to their parents.

In 2017 we had noted that student confidence and resiliency skills were lower (14th percentile) and this has improved significantly in 2018 (52nd percentile). We believe that ongoing focus on wellbeing through our TRIBES Learning Community agreements, supported circle time and teachers promoting resilience through their classrooms are contributing to this improvement. Resilience is also a school value which is promoted across our community through our 'Learning to Learn' programs, undertaken at the start of each school year, and also acknowledged through weekly student awards.

In 2018 we achieved Kids Matter accreditation after four years of sustained professional learning. As a Kids Matter school, our staff have undertaken extensive professional learning to identify and support children who may experience mental health challenges.

Social-Emotional Learning continues to be explicit in our curriculum, and all classes follow our SEL scope and sequence. All classes undertake a weekly SEL session.

Providing high levels of targeted support is vital for our students, especially those on the Program for Students with Disabilities. A student support group (SSG) meeting is held at least once per term and all students have an Individual Education Plan targeting learning and wellbeing needs. Our Education Support Staff team provide

outstanding support for students with high needs, and this work is well supported by the Assistant Principal. In 2019 we will be introducing School-Wide Positive Behaviour Support (SWPBS) at our school, which is an evidenced based approach to developing positive student behaviours. A significant program of professional learning has been planned for our staff, and we will also work closely with a North Eastern Victoria Region SWPBS coach to ensure the program is implemented with fidelity.

Financial performance and position

Amsleigh Park Primary School maintained an excellent financial position in 2018. A net operating surplus in 2018 is attributed to an increase in revenues from the International Students Program and funds that were not expended through school program budgets. We maintain a very healthy balance of funds for a school of our size, and we anticipate that much of this surplus will be used to support our current Capital Works program in areas such as landscaping, which is not funded through this project. Additionally, some funds will be required to undertake improvements to an older building, which requires new carpet and painting.

A Student Resource Package (SRP) surplus from 2017 was used to support our SRP in 2018, as a small deficit was carried in 2018 when enrolment was not as high as anticipated. However, a healthy SRP surplus was still carried forward into 2019.

Capital Works funding grants were used to purchase new furnishings including classroom furniture, matting for high traffic areas, with some funding was carried forward into 2019 to be expended once the Capital Works program is fully completed.

Equity funding received in 2018 was used to provide learning support for Literacy, including English as an Additional Language, and also funded a targeted wellbeing program for a group of students at risk of future disengagement.

In 2018 we received Commonwealth funding for the Sporting Schools Program which was expended to offer a range of sporting opportunities after school hours.

In 2018 our Parents and Friends Association raised \$14,000 which has been being carried over into 2019 to support improvements to our physical environment.

Prudent financial management and a continuing focus on productivity and efficiency have all ensured that our school continues to utilise our resources to provide high standards of learning for students.

For more detailed information regarding our school please visit our website at
<https://amsleigh.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

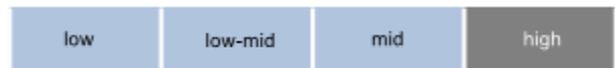
Enrolment Profile

A total of 347 students were enrolled at this school in 2018, 174 female and 173 male.

24 percent were EAL (English as an Additional Language) students and 0 percent 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

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

Achievement	Student Outcomes	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>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</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:

Achievement	Student Outcomes	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> Similar</p> <p> Similar</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> Similar</p> <p> Lower</p> <p> Similar</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: ◆

Achievement	Student Outcomes	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>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>50%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>48%</td> <td>19%</td> </tr> <tr> <td>Writing</td> <td>48%</td> <td>48%</td> <td>5%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>67%</td> <td>7%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>56%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	50%	20%	Numeracy	33%	48%	19%	Writing	48%	48%	5%	Spelling	27%	67%	7%	Grammar and Punctuation	24%	56%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	30%	50%	20%																							
Numeracy	33%	48%	19%																							
Writing	48%	48%	5%																							
Spelling	27%	67%	7%																							
Grammar and Punctuation	24%	56%	20%																							

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: 

Engagement	Student Outcomes	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>School Comparison 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.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <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>91 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	94 %	94 %	94 %	91 %	92 %	91 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	94 %	94 %	94 %	91 %	92 %	91 %										

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:

Wellbeing	Student Outcomes	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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</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, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,613,129	High Yield Investment Account	\$296,605
Government Provided DET Grants	\$353,068	Official Account	\$15,731
Government Grants Commonwealth	\$9,524	Other Accounts	\$284,877
Revenue Other	\$17,656	Total Funds Available	\$597,213
Locally Raised Funds	\$284,131		
Total Operating Revenue	\$3,277,509		
Equity¹			
Equity (Social Disadvantage)	\$13,385		
Equity Total	\$13,385		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,534,275	Operating Reserve	\$101,154
Books & Publications	\$513	Other Recurrent Expenditure	\$34,163
Communication Costs	\$4,058	Funds Received in Advance	\$47,614
Consumables	\$53,274	School Based Programs	\$28,921
Miscellaneous Expense ³	\$278,674	Repayable to the Department	\$28,000
Professional Development	\$6,752	Asset/Equipment Replacement < 12 months	\$63,551
Property and Equipment Services	\$164,539	Capital - Buildings/Grounds < 12 months	\$242,500
Salaries & Allowances ⁴	\$53,922	Maintenance - Buildings/Grounds < 12 months	\$51,310
Trading & Fundraising	\$44,237	Total Financial Commitments	\$597,213
Utilities	\$37,692		
Total Operating Expenditure	\$3,177,936		
Net Operating Surplus/-Deficit	\$99,574		
Asset Acquisitions	\$0		

- (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 15 March 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)

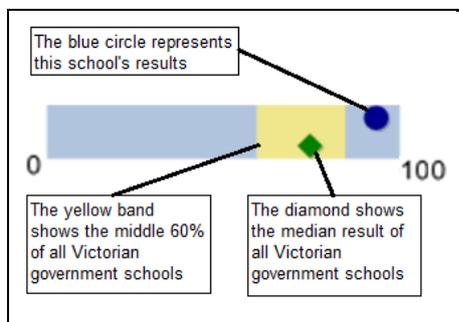
Engagement

- student attendance and engagement at school
- 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).

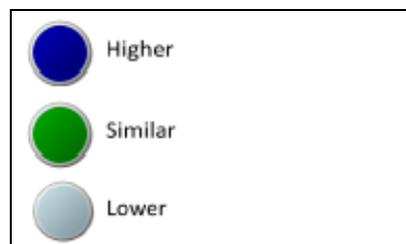


What does *School Comparison* refer to?

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 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.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

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').