

2018 Annual Report to The School Community



School Name: Kangaroo Flat Primary School (0981)



- 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 Regulation 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 24 March 2019 at 03:42 PM by Kim Saddler
(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 Regulation 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 31 March 2019 at 09:51 PM by Leticia Laurien
(School Council President)

About Our School

School context

Kangaroo Flat Primary School is located 5 kilometres south west of the Bendigo CBD and is considered to be the southern gateway to this regional city. Our school's vision is to prepare young people to become active, engaged and responsible citizens capable of successfully interacting and learning in our local and the wider global community. Our 267 students are at the centre of our learning community and the decisions we make. Our school values of- Respect, Teamwork, Responsibility and Being Your Best capture the spirit of the way we go about our work and our commitment to continuous improvement.

Our student demographic continues to grow in cultural diversity – with 10.0% of our student population having EAL (English Additional Language) status, mostly from refugee backgrounds (Karen and Afghani) and 8% of our student population identifying as Aboriginal or Torres Strait Islander. We also have a large student support base with 11.7% of our students receiving additional support through our PSD model. Our Student Family Occupation (SFO) index was 0.74

In 2018, our school had the full time equivalent of 19.7 teaching staff, which included two Principal class school leaders and 2 Leading Teachers each working in their portfolio of Curriculum and Wellbeing. We also had 8.3 FTE Education Support Staff; including 0.4 Chaplain, 0.2 Art Therapist ,0.4 Speech Pathologist, 0.4 English Additional Language Teacher and 2 Multicultural Education Aides (0.4 Karen & 0.2 Afghani) combined to make one effective and collaborative team.

Key teams within our school interact and collaborate to ensure each student has the best opportunity to reach their potential. In 2018, Kangaroo Flat Primary School had 13 classrooms operating, as well as the specialist areas of Physical Education, Art, Classroom Music and Chinese. Our school structure is founded on "Neighbourhood thinking" every teacher within a Neighbourhood has a responsibility to every learner and each other.

Our School's Learning Mantra is "Imagine, Believe, Achieve". Work done in classrooms during our 'KFPS Quality Beginning/Start Up' delves into what our school values and Learning Mantra mean and how we can embrace them to be our very best. Our Kangaroo Flat Primary School Quality Beginning Booklet provides each class with the chance to explore and set up their learning protocols to be sent home for parents to read and sign.

Our newly formed School Improvement Team supported best practice thinking and translated this into action across the school. Ongoing professional learning is a key school priority and is actioned through peer coaching, peer observations, a whole staff professional learning program and learning partnerships with other schools.

The 4th R in our school is to develop and foster opportunities to support and grow resilience and relationship skills in every learner enabling them to thrive socially and emotionally. Using the School Wide Positive Behaviour Supports Framework along with explicit wellbeing protocols and procedures, we work hard to ensure that every face has a place! Our Primary Wellbeing Officer, School Chaplain and Art Therapist provide additional skills and expertise to support whole school wellbeing.

The school has an effective transition program that operates to school, within school and beyond Kangaroo Flat with approximately 95% of Grade 6 students moving across the road to Crusoe College. We have forged a strong partnership with our local pre-schools; including the participation in shared professional learning. This has strengthened our transition process for both our pre-schoolers and their families as they commence the journey to 'Step Up to Prep'.

Kangaroo Flat Primary has a sister school relationship with Fangzhou Elementary School in Suzhou, China. Each year the school hosts up to 5 Chinese students for an 8 week cultural experience and 4 of our students visit China for a 10 day cultural visit each year.

We are proud of our community and our students. We openly and actively celebrate our achievements and the achievements of our students via our weekly school community assemblies, our newsletter, school app, website and local media. Friday school assemblies showcase weekly highlights under the leadership of an outstanding student Assembly Team. Through parent opinion surveys, our community continues to show a strong level of satisfaction around the work that we do. We know our community well. We embrace our community to ensure every member has every opportunity to thrive! Community counts at kfps!

Framework for Improving Student Outcomes (FISO)

Using the Framework for Improving Student Outcomes we have a focus on the Key Improvement Priorities of

- Excellence in Teaching and Learning
- Positive Climate for Learning

The FISO Initiatives:

- Building practice excellence
- Curriculum planning and assessment,
- Setting expectations and promoting inclusion.

Our school is supporting the above FISO school improvement initiatives through the Marzano's High Reliability Schools model which is fundamental to our work in creating:

- A safe and collaborative culture
- Effective teaching in every classroom
- Guaranteed and viable curriculum.

A strong component of our school improvement journey throughout 2018 was building practice excellence through developing staff professionally. This included school visits, classroom observations and high quality professional learning in the areas of Spelling, Synthetic Phonics, Writing and Mathematics. Our school continued working with George Booker to build our understanding of Mathematics and to support staff in their understanding of where student misconceptions in Maths can come about. In their second year of implementation, Soundwaves Spelling and the Seven Steps to Writing Success approaches continued to be adopted within our Literacy work across the entire school and a group of teachers were sent to external professional development to skill up in these 2 areas.

Professional Learning Teams worked collaboratively on curriculum planning, student assessment and Performance & Development plans. PLT leaders were provided the opportunity to visit another school and observe their curriculum planning in action. Five leaders within our school participated in the DET Professional Learning Communities training and undertook their micro inquiry into punctuation across the junior grades. The rich learnings from this evidence based collaboration enabled teachers to focus on continuous improvement by linking the needs of the students with the professional learning and practice of teachers.

In its third year of implementation, the School Wide Positive Behaviour Supports framework continued to make inroads into building a calm and orderly environment where behavioural expectations were evident and student voice empowered. Data collected via the school's online SENTRAL system provided a rich source of information to base decisions upon how to best meet the needs of our school community and improve student outcomes.

Our school review was undertaken during the second term in 2018 and provided an excellent opportunity to celebrate our growth and to further understand and clarify where our next level of work lay. As part of our school review process, classroom observations, and student, teacher, parent & community forums were held over the 3 days. This provided a great insight into the thoughts and perceptions of all of our stakeholders.

Achievement

Our 2018 Performance Summary shows that the percentage of students in the top 3 bands of testing in Year 3 NAPLAN for Reading and Numeracy was lower than state average but similar to our School Comparison 'like school' group. Reading continued its trend of being our strongest performance in our NAPLAN results for our Year 3 students.

However, our school improvement journey is providing us with many positives to celebrate. Our school's strongest performance in 2018 was in Year 5 Reading and Numeracy, which lay within the range of the middle 60% of all Victorian Government Primary Schools and was a marked improvement on our previous trend data. The percentage of students in the top 3 bands of testing in NAPLAN at Year 5 indicated that we were ranked higher in our School comparison group.

Our performance also indicated that the NAPLAN Learning Gains (value add of each student from Yr 3 – Yr 5 in each of the 4 areas of NAPLAN) improved markedly and showed strong growth in the high relative growth category. The Relative Growth for 2018 in the High category ranged from 21% to 47%, which was an outstanding improvement from the 2017 trend. Our strongest Learning Gains were in NAPLAN Reading and Spelling which indicated that 30% and 47% of students made a learning gain in the High category. The reduction of the low learning growth category was also pleasing with only 11% of students achieving low growth in Numeracy, 18% of students achieving low growth in Spelling and 22% achieving low growth in Reading. This was a considerable improvement and suggests that the professional learning and focus that we have placed on Spelling and Numeracy is starting to show dividends

The 2018 NAPLAN Writing data showed improvement indicating that our students are moving from the low relative growth into the medium growth. In reference to learning gains made from Grade 3 (2016) to Grade 5 (2018) 47% of our students achieved medium growth with a further 21% achieving High levels of growth. The Grade 5 writing results in 2018 have demonstrated that this cohort have almost halved the percentage of students in the low growth category and doubled the percentage of students achieving high learning growth. Both Numeracy and Writing were a focus of our 2018 Annual Implementation Plan and will continue to form the basis of our work in 2019.

Engagement

Engaging our learners continues to be an explicit focus across our school. In 2018, our school worked on Learner Confidence and Disposition as well as Student Agency, which were both areas in need of significant improvement according to previous survey data. Students developed personal learning goals in partnership with their class teacher. Explicit feedback to students about what they know and where they need to go next in their learning was a key part of teacher work. Greater emphasis was given to Student Voice and feedback within the classrooms with student surveys.

Our 2018 Attitudes to School survey results indicated that 'Learning Confidence' was 84%, 'Resilience' was 87%, 'Motivation and Interest' was rated at 91% with 'Self-Regulation and Goal Setting' ranked at 92%. Student Agency (78%) is on the improve however much work still needs to be done in this area to support students in having greater agency and partnership over their learning journey. Our student survey data, for both the 2018 school year and our previous 2 year trend, indicated that our results ranked higher than our school comparison group.

School Attendance continues to be a priority. Daily SMS messaging, individual attendance plans, phone calls, parent meetings, case management meetings, letters & postcards mailed home and home visits all support the key message that 'It's Not OK to be Away!' In 2018, student absences continued to average 19.4 days for the second year in a row. Student attendance averages 91% across all the whole school. The most common reason cited for non-attendance was illness. Our student absence data although higher than our school would like, is rated similar when compared to our 'like schools/ schools comparison' group. Interesting to note that the 2018 survey dimension of 'Attitudes to attendance' also indicated that 94% of Grade 4-6 students felt positive towards their attendance to school. Our Wellbeing Team continued their work in supporting families to make school a priority through their child's attendance.

Student Support Group meetings held each term for our PSD funded students, and held each semester for our Out of Home Care and ATSI students, have continued to enhance our home-school partnership not only with our families but also with critical agencies who support our families. Learning Improvement Plans are written, discussed with students/families and adjusted/reviewed each term in line with the students needs.

Our new Strategic Plan 2019-2022 has a student agency goal 'to develop highly engaged and motivated students as partners in their learning' and we look forward to working with both staff and students to make this happen as part of our future learning journey.

Wellbeing

Wellbeing continued to have a strong and proactive focus at our school during 2018. The Wellbeing Team effectively case managed health and wellbeing needs across the school. The work of the Chaplain (0.4), Primary Wellbeing Officer (0.9), Speech Pathologist (0.4) and Art Therapist (0.2) included targeted small group intervention work for students with similar wellbeing/ speech needs.

Our school's growing number of Refugee and EAL (English as an Additional Language) students has sharpened our focus on diversity within our school population. Our partnerships with Foundation House and Bendigo Community Health continued to enhance our understanding of the needs of students with refugee backgrounds. In 2018 we saw the introduction of Young Aboriginal Leaders at school and commenced an Art Project with our growing number of Aboriginal and Torres Strait Islander (ATSI) students which saw bollards designed and painted by students.

Over the past 12 months, our school has continued to work hard in addressing the classroom behaviour and safety measures at our school. Our work has been twofold. Be proactive in our efforts to build the student capacity to be leaders and be role models within our school, and to implement a whole school approach to address behaviours within our school. In our third year of implementation of the School Wide Positive Behaviour Supports (SWPBS) framework, our school has a common language to discuss the positive behaviours we wish to see and to reward those behaviours. The Kanga 'Gotcha' value cards focusing on our 4 school values of Respect, Responsibility, Teamwork and Being Your Best has allowed our staff to recognize and acknowledge the vast majority of students 'doing the right thing'. The SWPBS team undertook training through the Department of Education & Training to support the next stage of our implementation and an audit undertaken at our school by the SWPBS training facilitator indicated a high congruence from all members of our school community in their understanding and support of the work being done.

As a SWPBS school we incorporate the explicit teaching of Social & Emotional Learning (SEL) specifically through the lens of the Resilience, Rights & Respectful Relationships curriculum. This is to support the students' connectedness to our school, which in the past has rated lower than 'like schools' but in both 2017 and 2018 our Attitudes to School Survey achieved the strongest responses yet, with many of the survey factors rating above the state level. In 2018, our overall student positive response rate for Classroom Behaviour = 84%, School Connectedness = 89%, Sense of inclusion = 92% Advocate at school = 92%, Resilience = 87% and Self Regulation & Goal setting = 92%. Our students response to school connectedness rated at 89% which was well above our 'like school' group measured at 80% and the state measured at 81%.

Class meetings feature in our timetabled Wellbeing Hour and our Girl Space and Boys' Business programs offered at the Grade 6 level continue to grow from strength to strength. Our brekky club was offered 3 days per week and is popular with students as is our indoor "Kids Club" space and Global Learning Centre which are both open at each recess break. At kfps, every face has a place!

Financial performance and position

Student Resource Package Expenditure figures are as of 04 March 2019 and have now been confirmed with the reconciliation process.

The 2018 surplus was budgeted to prepare for the full time return of staff from Family Leave in 2019. Additional funding was received through Sporting Schools and the NSCP Chaplaincy grant.

Miscellaneous Expenses include bank charges, 1st aid supplies, staff flu injections, Insurance and marketing, \$52,000 for camp/excursion costs, \$127,000 for service providers such as Art Therapy, Speech Therapy, Chaplaincy, Counselling and Maintenance/Handyman, and \$190,000 received for the Chinese Homestay families across Bendigo and paid out to hosting schools.

Our school received substantial Equity funding which supported student outcomes in the following areas. We were able to significantly offset the cost of the book packs for our families, continued to support our students with ICT, additional support staff in the areas of speech, wellbeing and in class support, as well as allowing our school to maintain small class sizes in the junior section.

Salaries and Allowances refers to school-level payroll for Casual Relief Teaching, additional ES support within the classrooms as well as EAL support for both our Afghan and Karen communities.

In Property & Equipment Services we were underfunded by \$18,000 for the cost of utilities across the school year. We spent \$52,000 which included \$33,000 for electricity, \$19,000 for water/sewerage.

Our school spent \$52,100 contract cleaning and \$94,000 for building and ground works including drainage and general repairs & maintenance. We also allocated \$54,000 on student ICT equipment.

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

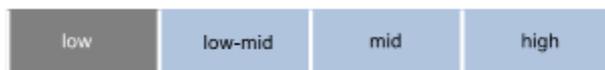
Enrolment Profile

A total of 267 students were enrolled at this school in 2018, 129 female and 138 male.

10 percent were EAL (English as an Additional Language) students and 9 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: 

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> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</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"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22 %</td> <td>49 %</td> <td>30 %</td> </tr> <tr> <td>Numeracy</td> <td>11 %</td> <td>62 %</td> <td>27 %</td> </tr> <tr> <td>Writing</td> <td>32 %</td> <td>47 %</td> <td>21 %</td> </tr> <tr> <td>Spelling</td> <td>18 %</td> <td>34 %</td> <td>47 %</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29 %</td> <td>45 %</td> <td>26 %</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22 %	49 %	30 %	Numeracy	11 %	62 %	27 %	Writing	32 %	47 %	21 %	Spelling	18 %	34 %	47 %	Grammar and Punctuation	29 %	45 %	26 %	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	22 %	49 %	30 %																							
Numeracy	11 %	62 %	27 %																							
Writing	32 %	47 %	21 %																							
Spelling	18 %	34 %	47 %																							
Grammar and Punctuation	29 %	45 %	26 %																							

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 1018 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>92 %</td> <td>91 %</td> <td>92 %</td> <td>90 %</td> <td>92 %</td> <td>88 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	92 %	90 %	92 %	88 %	89 %	<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										
92 %	91 %	92 %	90 %	92 %	88 %	89 %										

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> Higher</p> <p> Higher</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	\$2,949,425	High Yield Investment Account	\$358,028
Government Provided DET Grants	\$743,892	Official Account	\$34,539
Government Grants Commonwealth	\$9,600	Total Funds Available	\$392,567
Revenue Other	\$71,353		
Locally Raised Funds	\$348,639		
Total Operating Revenue	\$4,122,910		
Equity¹			
Equity (Social Disadvantage)	\$864,478		
Equity Total	\$864,478		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,651,186	Operating Reserve	\$182,051
Books & Publications	\$2,388	Funds Received in Advance	\$27,028
Communication Costs	\$11,522	School Based Programs	\$120,000
Consumables	\$71,982	Asset/Equipment Replacement < 12 months	\$27,700
Miscellaneous Expense ³	\$399,171	Maintenance - Buildings/Grounds < 12 months	\$114,000
Professional Development	\$24,955	Total Financial Commitments	\$470,780
Property and Equipment Services	\$265,535		
Salaries & Allowances ⁴	\$319,356		
Trading & Fundraising	\$32,915		
Travel & Subsistence	\$6,164		
Utilities	\$52,642		
Total Operating Expenditure	\$3,837,818		
Net Operating Surplus/-Deficit	\$285,091		
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)

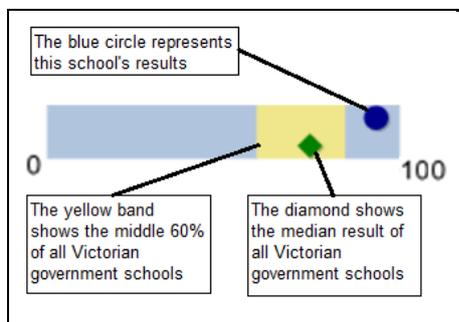
Engagement

- 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).

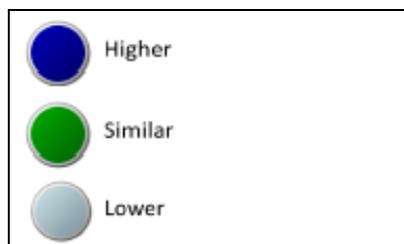


What does *School Comparison* refer to?

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').