

2019 Annual Report to The School Community



School Name: Thomastown West Primary School (4999)



- 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 27 April 2020 at 08:56 AM by Sandi Young (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.

To be attested by School Council President



About Our School

School context

Thomastown West Primary School was established in 1971 and is located approximately 20 kilometers north of the CBD. This school had a total of 317 students enrolled at this school in 2018. The school is the hub for a diverse multicultural community with over 70% of students speaking a language other than English at home. The school site is adjacent to Thomastown Secondary College and the schools share some sports facilities and a joint car park.

We have over 40 nationalities represented in our school community, including 5% Aboriginal and Torres Strait Islander. In 2019 there were 37 staff, some were part time. Staff include the Principal, Leading Teachers, an Acting Learning Specialist and classroom teachers. The substantive Assistant Principal started in February 2019. The non-teaching staff included Office staff and Integration Aides. The Out of School Hours program is outsourced to OSHClub.

Our school curriculum has a major focus on Literacy and Numeracy. Each day 2 hours of Literacy is taught and one hour of numeracy. Our specialist subjects included: STEM, Auslan Performing Arts, Visual Arts and Physical Education. For students who require extra assistance, programs were offered such as a Phonological Awareness Program (SSP) and Literacy Support. EAL support was provided for students with English as their second language and who needed some assistance. A major feature of the Prep program is Oral Language. Thomastown West Primary School offered programs that extend and enhance student's abilities, including specialised music programs, such as instrumental lessons, choir and a school band.

At Thomastown West Primary School, our school motto is Together Working on Pathways to Success. We believe that students can reach their full potential when they are happy, healthy and safe. The Thomastown West learning community is committed to creating and maintaining a positive, safe and supportive environment. By living our values (Respect, Responsibility, Resilience, Empathy and we Striving to be our Best) we encourage every child to reach their academic and social potential in an inclusive and innovative learning environment.

At Thomastown West Primary School, we believe that education is a partnership between teachers, families, and the wider community. We work together to ensure all students experience success.

- At our school, everyone has the right to work and learn.
- At our school, everyone has the right to feel safe and comfortable.

During 2019, Thomastown West Primary School continued to implement the School Wide Positive Behaviour framework and Respectful Relationships at our school.

The Thomastown West Community Hub was established in 2014 with community partners. Thomastown West Primary School has sustained this partnership and strengthened their connection with Whittlesea Community Connections, The Smith Family and Reservoir and Preston Adult Community Education (PRACE). In 2018, the Thomastown West Community Hub and Thomastown West Primary School successfully worked in partnership to continue to offer a range of programs that supported the needs of families and students in the Thomastown Community.



Framework for Improving Student Outcomes (FISO)

In 2019, Thomastown West Primary School's AIP focused on implementation of the Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment and Empowering Students and Building School Pride

This included:

KIS 1. Build teacher capacity to implement the Education State Literacy strategy to improve student outcomes in Writing at TWPS.

- The school increased the professional learning budget and committed a significant amount of time and resources during the year, for all staff to participate regular whole school professional learning with Ann Angelopoulos, a Writing Consultant.
- School Improvement Team participated in the DET Professional Learning Community (PLC) training and led the implementation of PLCs across the whole school, with a focus on writing.
- The appointment of an Acting Learning Specialist supported the implementation of the High Impact Teaching Strategy (HITS) feedback (#8) to improve student Writing outcomes.

The culmination of the above three actions, as well as peer observations (both in and beyond our school) led to the implementation of an increasingly consistent instructional model for writing, based on Ann Angelopoulos' "The Writing Model" program. A highlight of the year, was the inaugural TWPS Writers Festival that invited the school community to celebrate our students writing growth and achievement.

KIS 2. Implement the Victorian Teaching and Learning Model to provide a consistent and relevant whole school approach that can address the learning needs of all students at TWPS.

Weekly Professional Learning Communities (PLCs) were successfully utilised to

- unpack the components of the Victorian Teaching and Learning Model (VTLM), with a focus on HITS.
- further build teacher's Data Literacy so they can use assessment data to diagnose student learning needs and plan for explicit teaching and learning
- support teachers to provide regular feedback (HITS #8) to students on their progress on individual learning goals and curriculum standards
- provide a framework for teachers to reflect on their impact on student learning and time build their professional capacity though professional learning with the PLC.

After the initial student data analysis, cohesion within student writing was selected as the 'crumb' that PLCs focused on. At the end of the year, staff at TWPS had completed two cycles of the DET PLC Inquiry model. A highlight from the year, was the PLC celebration where the different teams shared their student growth and achievement from their targeted intervention, highlighting the increased collective efficacy of our teachers. As a result of the two PLC cycles, a cohesion/writing rubric was created mapping writing growth points and skills for students Prep - Year 6.

In 2020, Curriculum Teams will be utilised to lead the implementation of the VTLM e5 pedagogical model across the whole school.

KIS 3. Provide a safe, positive and engaging learning environment at TWPS.

- Respectful Relationships and School Wide Positive Behaviour Support (SWPBS) framework were embedded into teaching and learning planners. Mindfulness activities were introduced across the school after lunch. Each Wednesday afternoon, the whole school participates in a Student Engagement Wellbeing and Inclusion (SEWI) hour and every third Wednesday the whole school participates in Buddy activities focussed on social and emotional learning competencies.
- There were increased opportunities for student leadership, agency and student voice. This was achieved through most student leaders attending the GRIP Leadership Conference and the Student Representative Council participating in a Leadership Skills Development day. The Student Voice team were responsible for redesigning the Dojo Rewards system and the introduction of the TWPS Dojo Department Store, where students could trade their Dojo points for Dojo money.
- TWPS continued to acknowledge and celebrate the multiculturalism in our school through culturally inclusive activities such as, Harmony Day and NAIDOC week.
- The partnership with the Thomastown West Community Hub has continued to evolve and provide a range of programs held at lunch, after school and during school holidays. These include, Chess Club, Arts Studio, Fun Cooking Club and various Homework Clubs.
- Some steps were taken to document improved processes on attendance and punctuality; however, this will have a greater focus and time allocated in 2020.

Achievement

In 2019, the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.

Last year, our NAPLAN data varied between year levels. The Year 5 Reading and Numeracy results continued to be similar to our comparison schools, including when it was compared to the 4 year average. The Year 3 Reading data fell below the similar school comparison. However, it was pleasing to see the Year 3 Numeracy data was above similar school data in this latest year. This could be attributed to the targeted teaching/fluid Maths groupings the Grade 3/4 teachers implemented in 2019. Teacher judgements (from the Student Semester Reports) continue to be lower than the comparison schools. Similarly, to 2018, when teacher judgements were compared to the NAPLAN results, it was highlighted that there are more students who achieve above the expected level in NAPLAN than in the teacher judgements. Through the continued implementation of PLCs during 2020, additional strategies to align the NAPLAN data and the teacher judgements will be implemented. In addition, during 2020, the school will continue working with Ann Angelopoulos, Writing Consultant to consolidate teachers learning, participate in team and across team moderation and professional learning that embeds our whole school writing pedagogy.

In 2019, the school NAPLAN results indicate we significantly increased the number of students who achieved the high gain student outcome data when compared to the 2018 data in nearly all area domains. Reading, Spelling and Numeracy results were above the state mean in the high gain category. The Writing data illustrated that the high gains percentage had increased from 2018 and in 2019 was closer to the State mean. While we are pleased that there are less students in the low gain area for Grammar and Punctuation when compared to last year, there are more students in the Medium gain and less in the high gain area. The 2020 Annual Implementation Plan will continue to strive for high growth for all students. The School Improvement Team/Instructional leaders will further build on teachers' data literacy through PLCs and continue to focus on targeted teaching to further increase the cohort of students with high learning gain.

All Program for Students with a Disability students, Out of Home Care students and Koorie students showed progress at satisfactory or above in achieving their individual learning plan goals.

Engagement

Our attendance data continues to show that on average children attend school 88% of the year. Our student attendance rates continue to be significantly lower than the state average and below the comparison schools. Interestingly, the Attitudes to School Survey data indicates that over the past three years, student attitudes to Attendance has improved each year, since 2016.

During 2019, the school has investigated through informal surveys and analysed the reasons for student absenteeism. The reasons include overseas travel, cultural influences and parent or student choice. The school increased the promotion of "Every day of learning counts" by sharing weekly attendance percentages in the school newsletter, providing a daily Breakfast Club, running grade competitions such as Cup of Life, as well as recognising improved and perfect attendance through certificates presented at Assembly each term. In late 2019, the school's Wellbeing team (Principal, Assistant Principal, Primary Welfare Officer and Student Wellbeing Worker) took initial steps to review the process of following up poor attendance. The 2020 AIP has an increased focus on student attendance with the plan to develop a formal, documented and visible Attendance policy and processes that distributes responsibility to all members of staff and aligns with DET policies.

Our School Strategic Plan Engagement targets continue to be achieved. Although there was a slight dip in the 2019 Attitude to School Survey results, when compared to the previous year, the data indicates significant growth since 2017. However, the data indicates that student Learning Confidence has continued to grow each year. This can be attributed to every classroom utilising Learning Intentions, Success Criteria, Goal setting and teachers providing timely and explicitly feedback to students. The school continues to provide student voice opportunities during Class Meetings, Student Voice Team meetings and the Student Representative Council.

The Parent Opinion Survey data indicates that the school surpassed the previous two year's improvement regarding overall Parent Satisfaction and in the area of Parent Community Engagement. The 2019 data for the parent participation and involvement is now above the state's median results.

The school has continued to successfully sustain the relationships with the Thomastown Kindergartens, Day Cares and schools. The School Community Hub continues to encourage community engagement with three different homework clubs, cooking club, chess club, support for newly arrived students, as well as a Parent Refugee Support Group and School Holiday Programs. Students at Thomastown West Primary School benefited from a STEM Club and Multi-media Club being introduced to the Hub Programs in 2019. The Thomastown West School Community Hub, along with Bubup Wilam's Aboriginal Child and Family Centre, supported our school's weekly student Koorie Club.

Wellbeing

Parents and Carers are confident that the students at Thomastown West Primary School are happy, safe, respected and enjoy learning. In 2019, the Parent Satisfaction Survey our school scored 90.8% which was higher than the state median of 85.8 percent. During 2019, the school sustained the relationships from the new parents in 2018 who became actively involved in fundraising activities and School Council. The school has scheduled a family fun sports night for early in the 2020 school year, to continue the momentum of 2019's positive school community.

During 2019, there were a myriad of programs implemented to support the wellbeing of students. These include:

- resilience support with Tritactics
- two different psychologists available through the Medicare Bulk-billing system
- counselling support from the Student Welfare Officer and Wellbeing Worker
- implementation of the CASEA (CAMHS and School Early Action) Department of Health early intervention program, Thomastown West's 2019 results, fall in the 'below' range.
- Animal assisted therapy program

When compared to similar schools, Thomastown West's 2019 'Sense of Connectedness' results, fall in the 'below' range. When compared to last year, there is a difference of 0.8%, when we fell in the 'similar' range.

Staff at the school continue to be quite concerned with the number of our families that required DHHS support. In 2019, we continued to have Child Protection involved with a significant number of children and families in our school.

During 2019, the school continued to focus on increasing student safety, through the implementation of the School Values and Rights, Respectful Relationships and the School Wide Positive Behaviour framework. The Attitudes to School - Management of Bullying survey data was 2.7% lower than last year. When compared to similar schools, the school fell from 'similar' in 2018 to the 'below' range in 2019. Consequently, to provide a safe, positive and engaging learning environment at Thomastown West Primary School, the 2020 AIP actions include:

- *Refining and documenting early intervention processes for at risk or disengaged students (OoHC and PSD) to support specific learning, health and wellbeing needs.
- *Refining and documenting inclusive, responsive and respectful, as well as early intervention processes for Aboriginal and Torres Strait Islander students to support specific learning, health and wellbeing needs.
- *Increasing opportunities for student voice, leadership, and agency so that students can act as partners in school improvement.
- *Embedding, refining and evaluating the TWPS School Wide Positive Behaviours Model
- *Implementing Restorative Practice across the school
- *Strengthening community partnerships utilising the Community Hub to provide services that maximise benefits for students.
- *Participating in DET's Mental Health Research project for School's with the Murdoch Children's Research Institute

The school has successfully sustained our partnership with support agencies such as Foundation House, The Smith Family, Whittlesea Community Connections, NIRODAH, CityLife and more. These agencies support the school to assist our children and families, especially refugee families, that have had traumatic experiences. Next year, we will participate in the Refugee Education Support Program (RESP) to build the capacity of the whole school community to work effectively with refugee and EAL students and their families regarding children's social, emotional and behavioural development.

Financial performance and position

Thomastown West Primary School recorded a considerable surplus at the conclusion of the year. A significant portion of this surplus was remaining from the previous years. (Several secondments and subsequent changes with teaching and leadership staff during 2017 and 2018, also lead to the 2019 surplus).

Funds were intentionally set aside for:

- *increasing the number of classes across the school, while reducing the number of students in those classes.
- *staffing (Thomastown West Primary School has a transient student population. After analysis of the last 10 years of enrolment data, we have identified that there is no pattern to enrolments. From the end of one year, when compared to the beginning of the next and then February or August Census days, the enrolment numbers can differ by approximately 15-30 students. In 2019, there were three Prep classes and with the enrolment documents of 42 Prep students, there was a chance that we could need to create a third Prep grade in 2020.)
- *undertaking specific projects in 2020 to further enhance our school grounds with much needed shelter and achieve SunSmart registration once again.




For more detailed information regarding our school please visit our website at
<https://www.thomwestps.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 337 students were enrolled at this school in 2019, 150 female and 187 male.

60 percent were EAL (English as an Additional Language) students and 4 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).







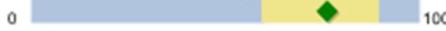











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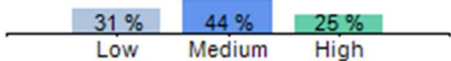
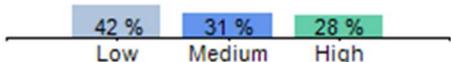
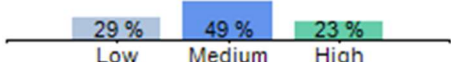
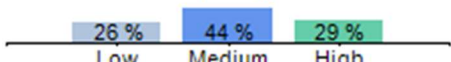
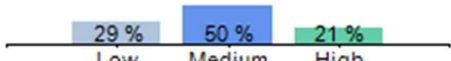
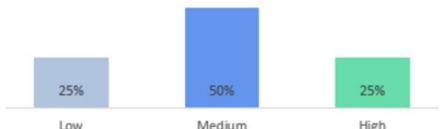
Performance Summary

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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>Results: English</p>  <p>Results: Mathematics</p> 	<p>Below ●</p> <p>Below ●</p>

Performance Summary

Key:		Key:
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above  Similar  Below
Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>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>Similar </p> <p>Similar </p>

Performance Summary




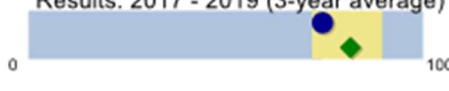
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Achievement	Student Outcomes	Similar School Comparison																																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, 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>	<p>Reading</p>  <table><tr><th>Gain Level</th><th>Percentage</th></tr><tr><td>Low</td><td>31 %</td></tr><tr><td>Medium</td><td>44 %</td></tr><tr><td>High</td><td>25 %</td></tr></table> <p>Numeracy</p>  <table><tr><th>Gain Level</th><th>Percentage</th></tr><tr><td>Low</td><td>42 %</td></tr><tr><td>Medium</td><td>31 %</td></tr><tr><td>High</td><td>28 %</td></tr></table> <p>Writing</p>  <table><tr><th>Gain Level</th><th>Percentage</th></tr><tr><td>Low</td><td>29 %</td></tr><tr><td>Medium</td><td>49 %</td></tr><tr><td>High</td><td>23 %</td></tr></table> <p>Spelling</p>  <table><tr><th>Gain Level</th><th>Percentage</th></tr><tr><td>Low</td><td>26 %</td></tr><tr><td>Medium</td><td>44 %</td></tr><tr><td>High</td><td>29 %</td></tr></table> <p>Grammar and Punctuation</p>  <table><tr><th>Gain Level</th><th>Percentage</th></tr><tr><td>Low</td><td>29 %</td></tr><tr><td>Medium</td><td>50 %</td></tr><tr><td>High</td><td>21 %</td></tr></table>	Gain Level	Percentage	Low	31 %	Medium	44 %	High	25 %	Gain Level	Percentage	Low	42 %	Medium	31 %	High	28 %	Gain Level	Percentage	Low	29 %	Medium	49 %	High	23 %	Gain Level	Percentage	Low	26 %	Medium	44 %	High	29 %	Gain Level	Percentage	Low	29 %	Medium	50 %	High	21 %	<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><tr><th>Gain Level</th><th>Percentage</th></tr><tr><td>Low</td><td>25 %</td></tr><tr><td>Medium</td><td>50 %</td></tr><tr><td>High</td><td>25 %</td></tr></table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25 %	Medium	50 %	High	25 %
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Performance Summary

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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><tr><th>Prep</th><th>Yr1</th><th>Yr2</th><th>Yr3</th><th>Yr4</th><th>Yr5</th><th>Yr6</th></tr><tr><td>88 %</td><td>86 %</td><td>90 %</td><td>89 %</td><td>90 %</td><td>88 %</td><td>89 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	86 %	90 %	89 %	90 %	88 %	89 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	86 %	90 %	89 %	90 %	88 %	89 %										

Performance Summary

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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>Results: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</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>Results: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</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

Revenue	Actual
Student Resource Package	\$3,275,651
Government Provided DET Grants	\$901,640
Government Grants Commonwealth	\$2,100
Revenue Other	\$31,958
Locally Raised Funds	\$133,928
Total Operating Revenue	\$4,345,277

Equity¹

Equity (Social Disadvantage)	\$743,853
Equity Total	\$743,853

Expenditure

Student Resource Package ²	\$3,133,934
Books & Publications	\$762
Communication Costs	\$5,202
Consumables	\$88,202
Miscellaneous Expense ³	\$110,952
Professional Development	\$23,816
Property and Equipment Services	\$178,122
Salaries & Allowances ⁴	\$297,465
Trading & Fundraising	\$22,329
Utilities	\$26,640

Total Operating Expenditure	\$3,887,425
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Net Operating Surplus/-Deficit	\$457,852
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Asset Acquisitions	\$0
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Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$459,748
Official Account	\$5,647
Other Accounts	\$0
Total Funds Available	\$465,395

Financial Commitments

Operating Reserve	\$114,136
Funds Received in Advance	\$5,535
School Based Programs	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$300,000
Total Financial Commitments	\$519,671

(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)

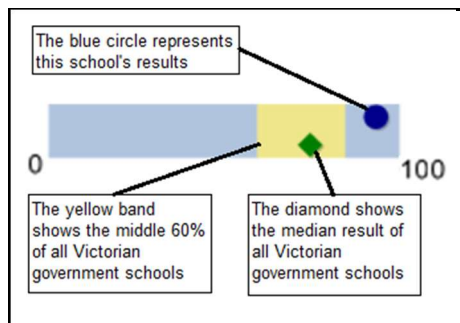
Engagement

- 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).

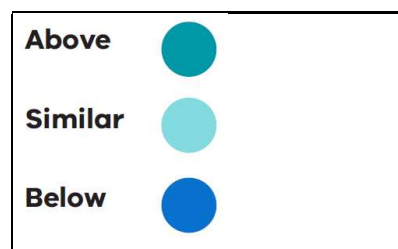


What does *School Comparison* refer to?

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').