

# 2019 Annual Report to The School Community



School Name: Templestowe Park Primary School (5129)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 23 April 2020 at 03:00 PM by Mark Roberts (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 06 May 2020 at 11:43 AM by Ben White (School Council President)

## About Our School

### School context

Templestowe Park Primary School is situated on Church Road in Templestowe. Templestowe is situated 20 kilometres from the Central Business District and is minutes away from Westerfolds Park.

Templestowe Park PS is on a large school site that consists of three main buildings, STEM room, Visual Arts room, Mandarin room, Performing Arts room, two ovals, school hall, TV studio, an Outdoor Eco Education Centre (OEEC), synthetic and asphalt playing surfaces and designated playgrounds for each level.

Our student population of 548 students is made up of families that hail from 49 different countries. 32% of our families are from a language background other than English. The Student Family Occupation and Education (SFOE) Index is 0.25, this places the school in the 'Low' band and means that our parent community has a high level of occupation and education.

Our school values of Respect, Responsibility, Integrity, Pride & Optimism (RRIPO) and school-wide Positive Education program guides our students to be balanced, optimistic and to be the very best that they can be. These programs are overarching, and they form the building blocks for all teaching and learning programs. Templestowe Park PS maintains a strong focus on developing the whole child.

Templestowe Park PS has a whole school focus on Science, Technology, Engineering and Mathematics (STEM). The STEM program is named after Dr Scott Ayton, who is a former student at Templestowe Park PS and is now Head of the Translational Neurodegeneration Laboratory at the Florey Institute. All students from Prep to Grade 6 participate in a weekly specialist STEM lesson in our Discovery room or in our Outdoor Eco Education Centre. A focus on using technology to augment learning, guides the whole school computer coding and robotics program, and our very own TV studio affords our students the opportunity to host a fortnightly web-based TPTV program. Templestowe Park was also named as a Mathematics Association of Victoria Maths Active School for its excellent programs and opportunities for students to participate in maths competitions.

A focus on Sustainability is highlighted by the OEEC where an outdoor classroom, chook shed, composting facilities and large student vegetable patches are housed. A student sustainability team leads the implementation of our sustainability program across the school and all students are involved in working towards making Templestowe Park PS a 5-Star Sustainable School.

The school has high expectations in all areas, specifically in English and Mathematics. A consistent whole school approach is used to teach Reading, Writing, Spelling and Mathematics. Support programs to support and extend our student learning is evident through the Reading Assistance Program from Prep – Gr 2, Target Teaching small group lessons from Prep – Gr 6, MultiLit Reading Tutor Program from Gr 2 – 6, and a Gifted & Talented program.

In 2019 the staffing profile consisted of 35.9 full time equivalent staff. This included 3 Principal class, 1 Learning Specialist, 12.3 Classroom Teacher 2, 14.1 Classroom Teacher 1 and 6.7 Educational Support staff.

Templestowe Park PS is well supported by the wider school community and there is a strong partnership between parents and staff. Parents participate in the School Council, Parents & Friends Association and are welcomed as classroom, excursion and camp helpers. The parent community also is invited to regularly learn about and provide feedback to the school about its programs.

The Templestowe Park community prides itself on maintaining and improving our school and its facilities through a cooperative effort. Substantial fundraising is undertaken throughout the year to continually improve the learning opportunities for our students and the school grounds.

## Framework for Improving Student Outcomes (FISO)

In 2019 the school focussed on the FISO improvement of Building Practice Excellence (Excellence in teaching and learning priority), and Empowering Students and Building School Pride (Positive climate for learning priority).

Within the Building Practice Excellence domain the Key Improvement Strategy (KIS) was to build staff capacity through the development of professional learning communities and refine the school's pedagogical model to ensure consistency of practice and language across the school. The following actions were undertaken by the school in 2019:

- Develop the capacity of leadership to implement the Professional Learning Team (PLT) structure within the school.
- Develop the leadership qualities and capacity of our middle leaders to manage their PLTs.
- Improve the analysis of student performance data by teachers so they can design student work that caters for their individual learning needs.
- Develop the capacity of leadership and Maths leaders through professional learning with the Maths Association of Victoria (MAV) and Melbourne University. The school is a part of the Maths Association of Victoria and Melbourne University Maths Collaborative 2019 -2020 'Leading Whole School improvement in Mathematics Education'.
- Develop teacher knowledge in the use of the Fountas and Pinnell (F&P) Continua for Reading and the DET resources for literacy.
- Improve the analysis of student performance data by teachers and provide professional learning to upskill and develop teacher knowledge in reading and mathematics.

The school was very successful in implementing the PLT structure. Extensive research was undertaken by the Leadership team to investigate best practice for PLTs. This included literature from the Department of Education, research into models from across Australia and internationally and visits to other schools to observe their team model. A model was devised by the school and extensive professional learning was undertaken with staff on how a PLT should operate and how to analyse student work samples and data to improve outcomes. Teachers met fortnightly to analyse student work and to design learning interventions to improve outcomes for cohorts of students. This proved to be very successful and high gains were evident.

In Mathematics, the school selected a Maths Collaborative team to undertake professional learning with the MAV and Melbourne University. Through this process it was identified that our students required further teaching and learning in the 'understanding' proficiency. From this analysis the initial stages of the Concrete, Pictorial and Abstract (CPA) teaching model were introduced to provide students with the opportunity to use a range of strategies to show their understanding. The proficiency of 'problem solving' and the ability of students to solve extended mathematical problems, was the next area identified to work on. The work of the Maths Collaborative Team will continue in 2020 to embed these practices across the school.

In Literacy, extensive professional learning took place into the teaching and learning of Reading. All staff undertook learning that was led by the Learning Specialist into the F&P Continua of Reading and best practice for teaching reading development through the DET Literacy Portal. Teachers refined their teaching practices in Reading and the students were provided with point of need learning opportunities. A greater focus was placed on using F&P running records student assessment data to guide the learning goals for the students. Reading improvement was also a goal for staff PLT teams and student reading outcomes were analysed and specific learning interventions were designed.

Within the Empowering students and building school pride, the KIS was to support students to hold high aspirations for themselves and their peers and support each other to realise these expectations. The following actions were undertaken by the school in 2019:

- To inform and educate the students, staff and school community about bullying and provide strategies to reduce incidents.
- Develop a whole school approach to tackling bullying and to work with our community to implement these initiatives.

- Develop teacher and student knowledge on how to handle bullying and teasing and to provide them with clear strategies that they can implement.

Based on feedback from the school community and the analysis of student and parent surveys it was decided that a whole school focus on anti-bullying strategies would be undertaken. Consultation with students, parents and staff led to the development of information on how to identify bullying and teasing and work with the community on how to reduce it. A handbook for parents was designed and published, lessons on how to handle bullying and teasing were undertaken with all students, Positive Education lessons to reduce incidents of bullying and teasing took place, staff undertook professional learning on Circle Time to assist students, a student led PLAY program was introduced to engage students in positive play at lunchtime and a whole week was assigned to celebrate the 'National Day of Action Against Bullying' initiative.

## Achievement

The students of Templestowe Park PS performed very well in all areas of teaching and learning in 2019. As stated in the FISO section of this report a whole school focus on Reading and Maths, and using the PLT structure to discuss teaching problems of practice and to target cohorts for intervention was a focus.

The actions to improve 'Achievement' in 2019 were outlined in the Framework for Improving Student Outcomes (FISO) section of this document. All activities and milestones that were designed in the 2019 Annual Implementation Plan were reached successfully.

Due to the improved practices of the teaching staff and excellent student engagement in learning in 2019 there were strong student learning outcomes. Teacher judgements against the Victorian Curriculum in Term 4 indicated the following outcomes:

- Writing – 50% of students achieved at least six months above the expected level.
- Reading – 62% of students achieved at least six months above the expected level.
- Number & Algebra – 48% of students achieved at least six months above the expected level.

The strong academic results were also evident in the NAPLAN results of our Grade 3 and 5 students. Our students' results in all areas were substantially above the Australian school average. This included being 'Well Above' or 'Above' schools that are similar to Templestowe Park in all areas of NAPLAN in Grade 3. In 2019, Templestowe Park produced its best ever results in Grade 3 NAPLAN.

To measure the impact on the 2019 focus to build capacity through the development of Professional Learning Teams we used measures from the School Staff Survey. It was the school's aim to improve the 'Percent Endorsement Whole School' in the School Staff Survey in two key areas. The improvement is outlined below.

- Seek feedback to improve practice improved from 70% in 2018 to 80% in 2019.
- Discuss problems of practice improved from 78% in 2018 to 88% in 2019.

In 2020 the school will continue to focus on improving Maths teaching and developing assessment rubrics to improve Writing across the school.

## Engagement

In 2019, Templestowe Park continued to improve its outcomes in Student Engagement. This has been a focus for the school over the last four years and there has been an upward trend over this time. Improvements in school programs, teaching and learning, extra-curricular activities and the focus on sustainability have all had an impact on student engagement.

Other initiatives that Templestowe Park have continued or added in 2019 to improve student engagement include:

- Continuing and introducing many sustainability initiatives across the school. This includes naming sustainability leaders for each class from Grade 1-6. These leaders received special training from our sustainability teacher on Fridays and led sustainability practices within their classrooms. The OEEC received the 'Greatest Improvement of School's Green Space Award' at the 2018 Victorian Schools Garden Awards. The Grade 3/4 students also undertook research for the CSIRO to improve our local waterways.
- The continuation of a Gifted & Talented program for highly able students from Grade 1-4.
- The entry into a wide variety of academic competitions. This included the Maths Talent Quest (MTQ), Science Talent Search (STS), Regional Debating Days, Maths Olympiad and Maths Games.
- Employing a 'target teacher' to cater for individual student differences and extend talented learners.
- Entry into a greater number of sporting activities.
- The organisation of student led lunchtime clubs and the PLAY program. These programs are led by our Grade 5/6 student leaders.
- Our Grade 6 leaders having greater influence on whole school decisions through connections to the PFA and School Council.

As a school we use the student Attitudes to School Survey (ATSS) to measure engagement and wellbeing. In 2019, we focussed on the following key areas as indicators of student engagement. The positive responses by students within these areas is outlined below:

Stimulated Learning – 88% positive response.

Effective Teaching time – 89% positive response.

High Expectation for success – 92% positive response.

Sense of Inclusion – 88% positive response.

These results indicate the significant improvements that have been made in student engagement and this remains as a key improvement strategy in 2020. In particular, we have been working on improving engagement in our Grade 3/4 cohort.

Student attendance remains an issue at the school and it is slightly below a similar school comparison. Through analysis and discussions with the school community it was identified that many families take extended family holidays during term and other families spend extended periods (up to 8 months) residing in other countries. As part of our strategy to improve attendance, we undertook the following:

- Discussed attendance issues at School Council and created actions.
- Wrote to all families in the school community to explain the importance of attending school.
- Praised students with high attendance rates.

## Wellbeing

The well-being of all students is a core element that underpins all teaching and learning programs at Templestowe Park. Our school values of Respect, Responsibility, Integrity, Pride and Optimism (RRIPO) direct us in how we act in all situations within and outside of the classroom. Our focus on our values is evident in the RRIPO peer-mentoring program that all teachers and students participate in. These multi-age small group sessions focus on pastoral care initiatives, promotion of the school values and social skills activities. RRIPO groups meet at least three times per term and focus upon building relationships within the school.

The whole school Positive Education program continued in 2019. The two-year Positive Education cycle was reviewed and improvements were made to the scope and sequence of the program. The PERMAH (Positive Emotion, Engagement, Relationships, Meaning, Accomplishment and Health) model was explicitly taught to promote a balanced approach for all students and the school community.

In 2018, we undertook an in depth investigation into the students, teachers and the community's understanding of bullying and teasing, and how we can work together to improve student well-being. In 2019, the actions from this investigation were established in the 2019 Annual Implementation Plan.

The actions to improve 'Well-being' in 2019 were outlined in the Framework for Improving Student Outcomes (FISO) section of this document. All activities and milestones that were designed in the 2019 Annual Implementation Plan were reached successfully.

To measure the impact of the 2019 focus of enhancing student well-being by educating our community about bullying and teasing and how we can reduce incidents of it occurring, we used the following measures from our Student Attitudes to School Survey (AtoSS) and Parent Opinion Survey.

It was the school's aim to improve the 'Percent Endorsement Whole School' in the following areas:

#### AtoSS

- I have been bullied at my School this Term dropped from 21% in 2018 to 20% in 2019.
  - All children are treated fairly in this school improved from 58% in 2018 to 61% in 2019.
  - The school deals fairly with bullying problems improved from 71% in 2018 to 72% in 2019.
- (please note - this survey was completed just as the strategies were being introduced)

#### Parent Survey

- My child feels confident about the skills and strategies he/she has learnt at school to address bullying behaviours improved from 72% in 2018 to 82% in 2019.
- My child has not been bullied recently at school improved from 61% in 2018 to 66% in 2019.

In 2020, we plan to embed the anti-bullying initiatives and to continue with our whole school well-being initiatives.

## Financial performance and position

Templestowe Park continues to manage its funds effectively utilising Government funds in accordance to the direction set by School Council. In 2019, there was a surplus in our expenditure; this is due to an increase in enrolments in Prep, and the excellent fundraising efforts of the PFA that allowed us to purchase a range of items that did not affect the SRP. Government funds include grants to cover minor maintenance items as well as contributions for implementation of key areas e.g. Contract cleaning costs and utility costs.

Locally raised funds include monies received from the Uniform Shop, P.F.A., Subject contributions, Camps and Excursions, Library Trust and Building Trust Funds. The majority of this money comes into the school and then is immediately paid out for goods, salaries or events. Money that is received to improve the school is put to good use. Examples of how this money was expended in 2019 included the purchasing of new furniture for our classrooms, the installation of heating in the school hall and the installation of a shade sail over the Outdoor Eco Education Centre.

**For more detailed information regarding our school please visit our website at**  
<http://www.templestoweparkps.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

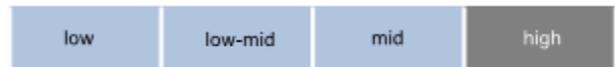
#### Enrolment Profile

A total of 498 students were enrolled at this school in 2019, 252 female and 246 male.

17 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p>Similar School Comparison</p> <p>● Above   ● Similar   ● Below</p> <p><b>Above</b> ●</p> <p><b>Above</b> ●</p>

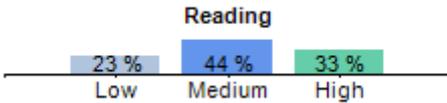
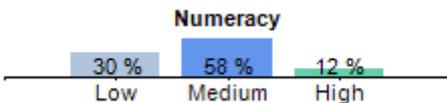
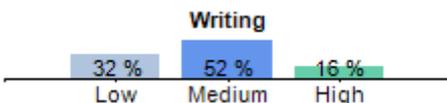
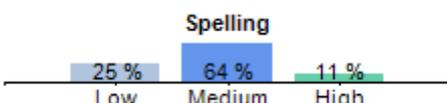
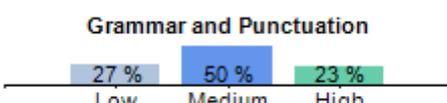
## Performance Summary

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

**Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Year 3</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p> <p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>
<p><b>NAPLAN Year 5</b></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p> <p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p>

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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><b>Reading</b></p>  <p><b>Numeracy</b></p>  <p><b>Writing</b></p>  <p><b>Spelling</b></p>  <p><b>Grammar and Punctuation</b></p> 	<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>  <p>Statewide Distribution of Learning Gain (all domains)</p>

## Performance Summary

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

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>Similar School Comparison</b> 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><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Below <span style="color: blue; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>90 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>90 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	90 %	91 %	91 %	92 %	90 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	90 %	91 %	91 %	92 %	90 %	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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Similar</b> <span style="color: lightblue; font-size: 2em;">●</span></p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,872,965	High Yield Investment Account	\$303,187
Government Provided DET Grants	\$602,240	Official Account	\$111,051
Government Grants Commonwealth	\$5,118	Other Accounts	\$73,783
Revenue Other	\$4,796	<b>Total Funds Available</b>	<b>\$488,021</b>
Locally Raised Funds	\$564,902		
<b>Total Operating Revenue</b>	<b>\$5,050,021</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$9,091		
<b>Equity Total</b>	<b>\$9,091</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,403,082	Operating Reserve	\$147,586
Books & Publications	\$6,892	Funds Received in Advance	\$177,944
Communication Costs	\$4,670	Maintenance - Buildings/Grounds < 12 months	\$140,000
Consumables	\$142,113	<b>Total Financial Commitments</b>	<b>\$465,530</b>
Miscellaneous Expense <sup>3</sup>	\$295,239		
Professional Development	\$29,862		
Property and Equipment Services	\$211,180		
Salaries & Allowances <sup>4</sup>	\$206,732		
Trading & Fundraising	\$61,325		
Utilities	\$39,690		
<b>Total Operating Expenditure</b>	<b>\$4,400,786</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$649,235</b>		
<b>Asset Acquisitions</b>	<b>\$33,444</b>		

- (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)

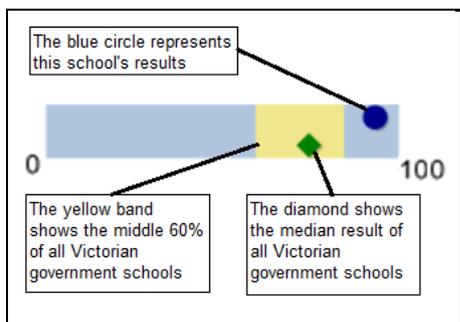
### Engagement

- 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).

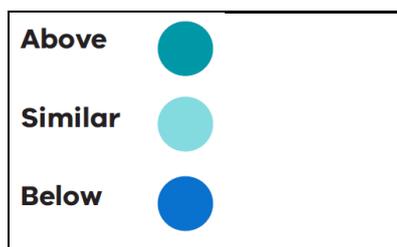


## What does *School Comparison* refer to?

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').