

2018 Annual Report to The School Community



School Name: Templestowe Valley Primary School (4985)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 23 April 2019 at 06:11 PM by Alison Rees
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 24 April 2019 at 03:31 PM by Christine Gouramanis
(School Council President)

About Our School

School context

Templestowe Valley Primary School has a comprehensive, challenging curriculum, strives for academic excellence and supports students to build positive relationships and lasting friendships. Staff endeavour to deliver best practice teaching methods, within a safe and caring environment, empowering students to become self-motivated, successful and active global citizens. The students at Templestowe Valley Primary School are positive and enthusiastic and have a strong sense of connectedness to their school. They learn in a classroom environment that is calm and accepting, with behaviour and expectations aligned to the school values of Honesty, Acceptance, Respect and Responsibility.

The teachers and support staff at Templestowe Valley Primary School are friendly, committed and approachable. They strive to deliver quality programs and take extra care in learning about the unique abilities of each child. TVPS devotes time and resources to supporting all students across the learning continuum. The most effective provision is within the classroom where teachers use data to inform their planning of curriculum for each student. The school prides itself on an Inclusive Learning Program catering for students with special needs.

At the 2018 August Census, TVPS had 452 students enrolled with 20 classrooms and the following Specialist Programs: Visual Arts, Languages - Mandarin, Physical Education, Performing Arts, STEM, Literacy Support and EMU (Extending Mathematical Understanding) Maths. There were 35.9 FTE staff members including 2 Principal class, 24.6 teachers & 11.3 ES staff.

Templestowe Valley PS promotes and practises positive communication between its most important stakeholders – students, parents and teachers. The partnership with parents is an integral component of the success of the school. This includes a training program, conducted annually by the Assistant Principal, for parents who wish to volunteer as a classroom assistant. This program in particular, informs parents about how to support student learning in Literacy development. A number of the parent volunteers seek further training in order to become an Education Support Officer (ESO). TVPS parents and community members actively work together to support the school's educational programs.

Framework for Improving Student Outcomes (FISO)

Framework for Improving Student Outcomes (FISO)

The students at Templestowe Valley Primary School are hard-working, productive and respectful and display high levels of self-discipline. Teacher judgment of student achievement across the school from Foundation to Year 6 – measured in English and Mathematics - consistently exceeds the median of all Victorian Government State Schools.

The FISO Priorities in 2018 were:

1. Excellence in teaching and learning
2. Professional leadership
3. Positive climate for learning

Key professional learning (led by Di Wilkinson) strengthened the teaching of Reading in the Readers' Workshop setting – with a focus on 1:1 conferencing – similar to the structure of Guided Reading sessions in the junior F-2 levels. Students and teachers collaborated to develop individual reading goals – connected to the CAFÉ strategies to pinpoint the focus for the next step in a student's learning.

Mathematics expert, Rob Vingerhoets, led professional development in curriculum differentiation and assessment. This included working with year level teachers in classrooms in modelled learning sessions.

Curriculum teams have developed supporting Scope and Sequence documents outlining the pathway for teaching & learning across the school. Assessment schedules in English and Mathematics drive and monitor the

collection of data to inform teaching and planning, and to report accurately on student achievement. Alignment of learning and reporting against all dimensions of the Victorian Curriculum will continue to be a focus in 2019.

Professional leadership was structured with the appointment of expert teachers as Level Coordinators. The goal was to drive the planning and delivery of core curriculum across the school – English, Mathematics and Science, Technology, Engineering & Mathematics (STEM). Teacher observations, collegiate visits and feedback continued to be a strengthening force in building excellence in teaching.

At TVPS there are “less absences than expected” (compared with like DET schools) and students report a strong connectedness to school at a higher rate than in “similar schools”. The Multi-Age Groups (MAGic) activity each term is a contributing factor in bringing students together across the school, from Foundation to Year 6.

Ultimately, all staff work to ensure the maximum learning growth of every student with the school community’s vision being for its students to develop as confident and resilient individuals, who are capable and independent in their learning.

The Strategic Plan Goals are -

- To improve students’ relative growth in all areas of the curriculum with particular emphasis on literacy and numeracy.
- To develop an innovative and aspirational curriculum that empowers and engages all students in their learning.
- To develop a cohesive and consistent approach to building students’ social and emotional health.

Achievement

Templestowe Valley Primary School is proud of its achievements in student learning. The moderated teacher judgements for F-6 in Mathematics and English consistently exceed the median of all Victorian Government State Schools.

Data from the National Assessment Program [NAPLAN] is noteworthy. In both Year 3 and Year 5, the Reading and Numeracy data is consistently well-above the State median score. The results are ‘similar’ to ‘like’ schools and have been maintained at this level over a 4-year average.

The NAPLAN statistic of High Learning Gain from Year 3 to Year 5 was notable in Numeracy, Writing and Language Conventions. This endorsed the emphasis placed on teacher professional learning throughout the first two years of the current Strategic Plan.

The first half of the March Curriculum Day was led by Di Wilkinson, with an emphasis on conferencing and individual student reading goals, aligned to the CAFÉ strategies. This was powerful learning in terms of the teaching continuum from the early years of literacy into the middle and senior primary levels. It is expected that this 2018 professional development focus will have an impact on the learning gains in NAPLAN Reading in 2019.

Professional learning in June – led by EIL Isobel McLennan – explored the DET initiative to promote evidenced-based pedagogy using High Impact Teaching Strategies (HITS) to drive excellence in teaching to improve student learning. The application of selected HITS as key improvement strategies in teaching, formed an integral part of each teacher’s Performance and Development Plan.

The Victorian Curriculum is enriched at our school with specialist programs in Physical Education, Visual Arts, Performing Arts, Languages (Mandarin) and STEM. Innovation in STEM was evident throughout the school:

- Science as a specialist subject in Year 5 & 6 and a dedicated Technology Design unit
- STEM Enrichment with coding, 3-D printing, Planting to Plate in Years 3 & 4
- Maker Space – technology experiences for F-2.

Additional support for student learning was addressed through EMU, Literacy Support (small group work in Year

1) and an overall approach of Reading Matters to reach students in other year levels. In addition, Inclusive Learning Assistants (ILA) worked in eight classrooms across the school. Activities in addition to differentiated classroom teaching, to extend students, include APSMO (Australian Problem-Solving Mathematical Olympiad), Maths Olympiad, Coding Club, Chess Club, GateWAYS, ICAS subject competitions, Drawing Club, Writing Club and Rock Band.

Co-curricular programs, for example the Sustainability program, broaden learning experiences and support the TVPS commitment to “Aim High” and provide a comprehensive and stimulating curriculum for all students.

Engagement

TVPS student attendance data was ‘similar’ to ‘like’ schools, with common reasons for absence including illness and extended family holidays. Over a 4-year average, our school consistently recorded less absences from school in comparison to the median of all Victorian Government Primary Schools.

Curriculum planning and implementation engages and challenges all students. This is evident in the way that teachers:

- * communicate high expectations about all aspects of school
- * emphasise the quality of learning and value the effort made by students
- * provide constructive feedback and challenge students to ‘Aim High’ and further their learning.

At TVPS the ICT device to student ratio is 1:1. This is most evident in Years 4-6 where all students have a laptop assigned to them for the school year, and in Year 3 with a 1:1 dedicated iPad Program. The use of electronic whiteboards, Smart TVs, iPads and laptops is embedded in our curriculum across the school, with meaningful and stimulating learning tasks. Student feedback identifies this provision as an important factor in the way students value their stimulating learning environment.

An absolute highlight in 2018 was the TVPS Space Adventure Night (held in March). This was organised by the STEM leadership, in conjunction with ARISS Australia, amateur radio community volunteers and the family of a Year 5 student, who is one of the youngest licensed amateur radio enthusiasts in Victoria. The event brought the whole school and local community together, sharing the experience of ten TVPS students communicating with an Astronaut on the International Space Station (ISS).

Templestowe Valley Primary School has recognized that a seamless transition program supports students when they enter the school and make their way through each year level.

Our transition into Foundation is based on close communication with our neighbouring pre-school and early childhood centres. A Flying Start Program is offered in June, open to all pre-school students to experience and learn more about readiness for school. For our enrolled students, the next step is an interview with the child and parents with the Principal or Assistant Principal, and then more formal Orientation sessions in mid-November.

The Big Friends, Little Friends Program closely supports the first months at school in a buddy system with Year 6 students that begins with a letter of introduction in the January holidays, prior to Day One at school.

Strong relationships and communication with our local secondary schools – both government and private – support students in their readiness and transition to further education. A week long innovative program for Years 5 & 6 students, “Sweet Valley High”, developed around a secondary school structure and timetable, together with Puberty Education, Drug Education and Cyber Safety all contribute to this preparation. Leadership opportunities and responsibilities across the school build public speaking skills, learner agency and promote the development of personal and social capabilities in our students.

The school actively develops leadership skills in all students, with opportunities in Environmental Leadership F-6, JSC voice from Yrs 3-6 and School and House Captains in Yr 6. In addition, all teachers work with their students to identify roles of responsibility and leadership within each grade.

The Junior School Council (reps from Years 3 – 6) and other senior students are actively involved in decision making. Students are consulted for input to relevant School Policies, including Homework and Uniform. Across the school, student agency allows students to work collaboratively with their teachers to set and monitor Individual Learning Goals. Feedback to teachers about their learning experiences promotes authentic student voice.

Wellbeing

In the Students Attitudes to School (SAS) survey, TVPS students in Years 4 – 6 rate their connectedness to school at a higher level than do matched student cohorts at “like schools”. Significantly, over a 2-year average, students at TVPS consistently recorded more positivity in comparison to the median of all Victorian Government Primary Schools. The SAS also reports a strong measure of school connectedness, student motivation, stimulated learning, student morale and teacher empathy.

The Student Code of Conduct is based on the school values – Honesty, Acceptance. Respect & Responsibility. The school works together with families to support students to make well-informed, conscious choices and to act responsibly.

TVPS is an inclusive school - 15 students participate in the Program for Students with a Disability [PSD]. We work collaboratively with Bulleen Heights School in a Social Skills Program and this is an important aspect of our school’s culture, and reflects the true value we place on ‘Acceptance’.

Our school community – students, parents and teachers – united in our commitment to embrace. The Resilience Project at TVPS. Professional learning for teachers, coupled with similar information for parents, and student sessions created powerful motivation to support and build our shared values; to develop confidence and self-esteem; and to be resilient – all the while being mindful and finding gratitude for what we have. The Project has added value to our existing social-emotional well-being program – You Can Do It.

Student of the Week awards, recognise student achievements (academic and social) and a You Can Do It Award (related to the keys to success – Getting Along, Confidence, Persistence, Organisation and Resilience), acknowledges and encourages positive student behaviour.

All stakeholders at our school play an important part in leading by example, role-modelling and reinforcing the community’s shared values and responsible behaviour. This contributes to the stimulating, safe and nurturing environment at TVPS where the emphasis is on teaching and learning and developing the whole child - every child, on every day.

Financial performance and position

Total Operating Revenue for 2018 has decreased by 3% (approx. \$145k) from 2017 to 2018. This is due largely to a drop in enrolment numbers from 474.4 in 2017 to 446 in 2018. Of this \$145k reduction SRP Cash Funding decreased by \$100k as a direct result of lower student numbers. There was also a \$40k reduction in Revenue Other due to a three year term investment matured generating \$18k in interest and a reimbursement of \$24k from the building company completing building works at the school to cover the use of facilities and utilities as part of the building process in 2017- these were both ‘one off’ revenue items.

There has been a decrease of approximately \$233k (5%) in Total Operating Expenditure. Miscellaneous Expenses has had a significant decrease of \$120k from 2017 to 2018 as in 2017 \$150k was paid to DET for TVPS’s contribution towards the 2017 Building Works project. Salaries and Wages have increased by \$20k from 2017 to 2018 due to the appointment of a Casual Relief Teacher who covered maternity leave in Term 4 of 2018. There were also significant decreases from 2017 to 2018 in expenditure for both Property and Equipment

services of approximately \$120k, technical equipment and furniture and fittings, and \$30k in Trading & Fundraising due to expenses related to the 2017 School Production.

As a net result of the above there was a Net Operating Surplus of \$111,570. This is significantly higher than the surplus reported in 2017 due to a combination of both total revenue for 2018 being \$88k above budget and total expenditure being \$26k under budget. Of the \$88k revenue surplus Fundraising through Parents and Friends was \$13k above budget, Camps/Excursions/Activities \$34k above, OSHC and Trading Ops \$29k and \$13k above budget, and Voluntary Financial Contributions \$14k above budget.

With regard to 2018 expenditure vs budget non-teaching staff were \$16K under budget, CRT staff \$16K over budget (as mentioned above due to a CRT replacing a staff member on maternity leave), Technical Equipment had a \$29k overspend, but this was offset with a \$66k underspend on Plant & Equipment. Building & Ground works had an underspend of \$26k, the balance of a \$12k building grant that was not spent in 2018 has been carried forward to 2019. Trading and fundraising expenses and Camps/Excursions/Activities had a \$25k overspend vs budget but this is more than offset with the surplus in revenue that they generated. Of this net surplus of \$111k approximately \$35k of these funds are carried forward to 2019, the balance remaining will be used in 2019 to help offset both the SRP credit and cash deficit due to decreased student numbers.

Overall the change in Financial Commitments from 2017 to 2018 was a decrease of approximately \$140k seen in Operating Reserves, Funds received in advance, asset/equipment replacement and capital, and buildings and grounds. There is a variance of \$287k which will be used to offset both the 2019 SRP credit and cash budget shortfall of approximately \$218k. The balance remaining will be used to support the school over the next of year or so as the drop in enrollment numbers have resulted in a shortfall in operational revenue.




For more detailed information regarding our school please visit our website at www.tempvalprimary.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	
<p>Enrolment Profile</p> <p>A total of 447 students were enrolled at this school in 2018, 210 female and 237 male.</p> <p>13 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

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



Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





Performance Summary

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




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>57%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>8%</td> <td>53%</td> <td>39%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>44%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>57%</td> <td>19%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>59%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	57%	14%	Numeracy	8%	53%	39%	Writing	22%	44%	33%	Spelling	24%	57%	19%	Grammar and Punctuation	27%	59%	14%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	93 %	93 %	92 %	93 %	94 %	<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> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	92 %	93 %	93 %	92 %	93 %	94 %										

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	\$3,332,150	High Yield Investment Account	\$447,187
Government Provided DET Grants	\$363,243	Official Account	\$40,466
Government Grants Commonwealth	\$11,583	Other Accounts	\$233,939
Revenue Other	\$24,751	Total Funds Available	\$721,593
Locally Raised Funds	\$718,502		
Total Operating Revenue	\$4,450,229		
Equity¹			
Equity (Social Disadvantage)	\$16,131		
Equity Total	\$16,131		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,334,501	Operating Reserve	\$161,598
Books & Publications	\$339	Other Recurrent Expenditure	\$40,191
Communication Costs	\$7,672	Provision Accounts	\$12,495
Consumables	\$135,644	Funds Received in Advance	\$46,727
Miscellaneous Expense ³	\$240,851	Funds for Committees/Shared Arrangements	\$17,509
Professional Development	\$25,174	Asset/Equipment Replacement < 12 months	\$69,170
Property and Equipment Services	\$136,916	Capital - Buildings/Grounds < 12 months	\$21,500
Salaries & Allowances ⁴	\$312,598	Maintenance - Buildings/Grounds < 12 months	\$42,373
Trading & Fundraising	\$107,920	Asset/Equipment Replacement > 12 months	\$22,275
Travel & Subsistence	\$337	Total Financial Commitments	\$433,838
Utilities	\$36,706		
Total Operating Expenditure	\$4,338,659		
Net Operating Surplus/-Deficit	\$111,570		
Asset Acquisitions	\$9,900		

- (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)

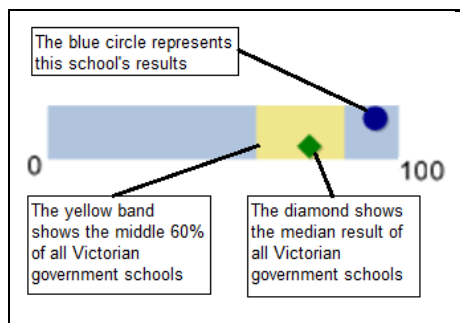
Engagement

- 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).

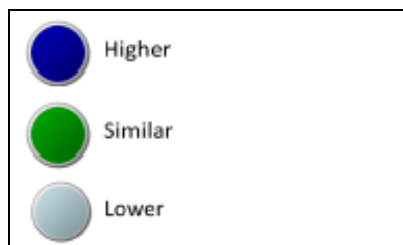


What does *School Comparison* refer to?

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').