

# 2019 Annual Report to The School Community



School Name: Westgrove Primary School (5365)



- 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 04 April 2020 at 01:55 PM by Tami-Jo Richter (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 01 May 2020 at 07:54 AM by Sam Renton (School Council President)

## About Our School

### School context

Westgrove Primary School is a safe, inclusive and supportive community that empowers students with the tools to reach their individual potential.

Westgrove Primary School's guiding values are: Respect, Honesty, Empathy, Perseverance, Inclusivity, Resilience and Collaboration. These values define our behaviour and underpin all decision making. We are committed to ensuring that we treat one another and the environment with respect, are honest in our endeavours and interactions, persevere to achieve our goals, demonstrate empathy for all members of our community and at all times embrace inclusive practices. We are striving to develop a toolbox of strategies to help us become more resilient and we are collaborative in both our learning and decision making.

Currently we operate 32 classes, comprising of four Foundation classes, five Year 1, Year 2, Year 3 and Year 4 classes, and eight Year 5/6 classes. Each year level has an allocated leading teacher as their Instructional Leader. Specialist programs include PE, Visual Art, Performing Arts, Intervention, Spanish and STEM.

In 2020, the number of students of an English as an Additional Language and Indigenous backgrounds continues to remain steady. The Student Family Occupation Index (SFO) is 0.6374 and the Student Family Occupation and Education Index (SFOE) is 0.5191. There continues to be a decrease in the number of families identified as disadvantaged, however, the social and emotional supports needed for our students has not lessened. The school works tremendously hard to support all students to have access to the education they deserve.

In 2019 the school continued to focus on improving academic achievement and we have been proud of our ability to continually improve our results. We have some significant intervention programs in place to support Literacy outcomes and overall have been encouraged by our ability and commitment to continue to improve student learning. We have robust academic programs scaffolded by appropriate technology with many extra-curricular opportunities.

Our grounds have three designated play equipment areas, a synthetic sports area which encompasses an oval, soccer pitch, softball diamond and running track. We have an indigenous garden, which includes a meeting place and a culturally significant sculpture. The school has a gymnasium, well resourced library, daily canteen and well furnished classroom buildings with a designated professional learning and planning building for staff.

Our Intervention programs focused on stretching those students who were working above level as well as supporting those students who were working below. We had 2.8 teachers working to support Years 2-6 and 8 teaching assistants in Years F/1. The school has made a commitment to improving students' ability to and engagement with writing across the school working regularly with a consultant to improve classroom practice and teacher knowledge. Professional Learning Communities within the school have also been focusing on improving teacher knowledge and trying new practices to improve student learning whilst building teacher capacity. 2019 saw Westgrove PS engage a consultant to work on improving school culture, resiliency and staff welfare.

We are in a joint use agreement with Paul Sadler for the pool on school grounds. Our students regularly access swimming programs as do several local schools who hire the facility.

Students in the senior school participate in a leadership program aimed at developing their leadership skills as well as developing student voice and giving the community an opportunity to have a voice about different aspects of the school. In Year 4 we have the Better Buddies program with the Preps, Year 5 participate in the Community Service Program and a Leadership Summit and in Year 6 there are a variety of school leadership roles and the school leaders attend the GRIP Leadership program. In 2019 we added class captains for Terms 2-4 in Years 2-6 and those captains attend student forums twice a term to represent their class with ideas and opinions.

Westgrove PS is committed to improving student attendance rates and has sound strategies in place for tracking and the follow up of student absence. Class Dojo points are awarded to encourage positive learning behaviours, they are recorded and celebrated. School attendance is monitored each month with awards being given at Assembly.

Westgrover Awards are presented weekly for those students showing our values in the playground and Principal Awards given regularly for those students who are working/behaving beyond expectation in some way. The school motto "Together We Grow" underpins the core aim of working together to build a purposeful learning community. This is supported heavily by three positive behaviour pillars: Be Safe, Be Respectful and Be a Learner as well as our work with Berry St implementing their trauma informed education model and DET's Respectful Relationships program.

## Framework for Improving Student Outcomes (FISO)

Our goals this year focused on the FISO initiatives on building practice excellence and setting expectations and promoting inclusion. There was a focus on building teacher knowledge in the areas of literacy learning and working on building student knowledge of how to set goals, student agency and improving attendance.

Our writing data continues to improve and teacher confidence in this area has strengthened. Student perception of writing has improved enormously and our results among similar schools in the area show we are a leader in the area, with many schools requesting to see our work in 2020. Engagement in writing within the class is enthusiastic and student knowledge is increasing.

We have begun the work on improving teacher knowledge about teaching reading and how to assess correctly in order to target teaching for individuals more effectively. This has involved coaching around teaching instruction, moderation among staff to share results, monitoring from the leadership team to enhance consistency of teaching and assessment practices throughout the school. These are goals that will continue into 2020 as the instructional models for reading and writing have been made clear and explored with the teaching staff and the work to include robust teaching within those models continues. Professional learning has been provided to draw together practice in a consistent manner and we saw improvement at the end of 2019 with most students making 12 months or more growth in reading. PLCs focused primarily on ensuring that student's growth in reading improved.

Professional learning occurred across the school with all staff with a consultant to examine and encourage value informed behaviour and to build staff culture. Staff survey results have not been what we would like. Staff were surveyed several times throughout the year and most staff felt there had been a significant positive shift. Staff were able to voice their concerns and opinions in their teams better and opportunities were made to ask staff their thoughts and opinions about instructional processes and professional learning sessions. Anecdotally staff climate improved enormously and many staff took responsibility for their own behaviour and worked with a problem solving mindset. As always we continue to work on absenteeism and student engagement. The Resilience Project worked with us last year to build an understanding of gratitude, empathy and mindfulness. The parent evening that we held was the most successful parent event we have held in the last few years with over 100 attending. The feedback was very positive. This program's costs were absorbed by the school and isn't something we can continue but was certainly a good launching pad for many conversations and actions. The social and emotional curriculum in the school was reviewed and adapted using the many resources we have accessed- The Berry St model, The Resilience Project and Respectful Relationships have all impacted positively on our programs and curriculum.

## Achievement

Whilst our overall results in the staff survey are still not as close to the state as we would like, significant improvement has been made. Positive endorsement in collective efficacy and academic emphasis improved by close to 10% this year. We are very proud of the vulnerability shown by staff in order to improve how they work together and respect one another. Our school climate results remain steady but we would like to see improvement in this area however all other areas show consistent improvement. Positive response to professional learning is higher than the state; to school safety and well-being is higher than similar schools; to all areas of teaching and learning is improving and rising; to the Leadership is higher than the state and significantly higher than similar schools- all results to be proud of.

Our parent survey results have improved slightly with an 82% positive endorsement of school safety and 10% neutral response however we really would like to see more parents participating. This year we opened up our survey so all families could participate but the uptake was only about 35 parents which was disappointing as we are not sure if it is an accurate picture of our parent community.

The Student Attitude to School Survey shows a slight increase in positive responses in the area of social engagement from 78% to 80% and a decrease of negative responses from 11% to 5% and while it is positive is still an area for us to work on.

We were disappointed with our NAPLAN results this year which showed a large drop in growth from Year 3 to Year 5. It is important to note that all students were encouraged to complete the NAPLAN testing which isn't indicative of other years. Our teacher judgement data shows that students are progressing normally however. We have explored the idea that the 5/6 model which began last year may have affected both the preparation work needed for the Year 5 students both academically and emotionally and put plans in place to counteract that for 2020. As NAPLAN has been cancelled we will not be able to gauge whether that work would have made a difference. We had tracked our 2019 Year 4 cohort very closely to ensure they were on track for strong growth with reading but will not be able to see if that was the case.

Targeted intervention for reading in P/1/2 and Year 4 to support all students to reach at standard for reading has been implemented in 2020. We also ran reading information nights to support families of students who were not at the expected level to support them at home. EAL families were also supported. This is an area to continue to build upon in the coming years.

As mentioned we have been tracking the reading data very closely as it has been a PLC focus for us and the work we have done on our instructional models and the teaching of reading is showing some improvement in academic results and we will continue this work in 2020. Our results in numeracy have been a concern and we are working to develop a consistent instructional model for mathematics and this will be a strong focus in 2021 with preliminary work being done in 2020.

By the end of 2019, we had 23 students funded individually through the Program for Student with Disabilities. Each of these students had an ILP, which was monitored throughout the year and was supported by the work of an ES staff member, support services and specific programs. Regular SSG's for each student monitored the progress made by students in key aspects of their ILP's. All students made progress towards their goals. It is noted, however, that chronic absence, family dysfunction and lack of connection with NDIS has impacted the progress of a small number of students. Where this is the case, additional efforts have been made to improve these areas via school supports and external agencies. In the case of two students, extra support was sought and obtained due to the extreme nature of their behaviours. This support involved the SSS team and external agencies working with parents, staff and students to manage the individual needs of the students more effectively.

## Engagement

We have been pleased with the work that we have achieved with student attendance. Those with less than 20 days of absence has increased to 70% from 66% and those with 30 days or more of absence has dropped to 19% from 13%. The rates of absence is higher in the lower school than in Years 3-6 which is testament to our programs as the older students are really making a concerted effort to come to school and participate. We have been working with a few families with chronic absenteeism and had some limited success. Unfortunately with those we cannot reach, their statistics can impact our data significantly. We met with the Department of Education late in 2019 and were commended for the range of strategies in place to support getting our children to school and for celebrating their success such as

- weekly DOJO point awards for cohorts
  - monthly attendance awards for cohorts
  - Termly awards for those with 100% attendance
  - analysis of attendance results with follow up with individual families and DET
  - recording of absenteeism on Compass and teacher follow up
  - a family worker to work one day a week to support struggling families including those students not attending school
- Our absence data in 2019 was tracking extremely well until the last few weeks of school when families were taking their students out of school for extended overseas holidays or had decided to give them a longer summer break. We continue to work with families to help them understand the impact any time away from school can have on their child's learning.

The work we have done with Berry St, The Resilience Project and Respectful Relationships as well as on our own Social and Emotional curriculum to support teachers to help students regulate their behaviour has shown a positive impact. There are still a number of children who require support in this area but teachers are growing in confidence to develop relationships and support them better. We have individual programs in place for all those who need it as well as cohort and school programs and processes.

## Wellbeing

We have a very diverse community and one that also has to deal with a variety of social issues which can impact on the learning and welfare of our students. We continue to put a lot of time and effort into ensuring there is equity for our students from the moment they enter the school grounds. We develop strong relationship with the families in order to be able to do this effectively. This becomes very important when we are trying to connect families to a variety of external providers.

There is a dedicated AP of Student Well-being who coordinates well being across the school and who works with a school team to be able to do this effectively. This includes managing the ES staff who work in the PSD program, the

P/1/2 teaching assistants who assist classroom teachers, the speech therapist, the full time counsellor, the 0.2 family worker and the out of home care coordinator as well as working the Leadership team and the classroom teachers. The team has worked intensively with the Berry St program, Respectful Relationships, and The Resilience Project to build the self-regulation skills of our students and improve the ability of the teachers to further develop and foster this. There is a structured Leadership Program in Years 2-6. Break time activities are offered for those who struggle in the playground. A number of ES staff also work with students in the yard to support them further. The Leadership team work with students at recess and lunchtime every day in a restorative care approach to working through issues in the playground and work the students to solve the problems, identify the problem behaviours and find appropriate consequences for their actions and share that information with families. Time has been spent in 2019 to ensure that Compass processes for the recording of actions taken is efficient and comprehensive. Behaviour support plans are built to support individual students and staff work with families and external providers to ensure their effectiveness. Breakfast Club is offered two mornings a week and is well attended and established within the school. Holiday packs are also given to families in need. Emergency lunches are supplied to those who require it with follow up occurring for those families to offer assistance. Support is offered to any student experiencing financial difficulty to participate in school programs and we work with families to connect them to the correct and appropriate community services if needed. We have a family worker from Uniting Wyndham working with those families requiring support this year and had some very successful outcomes with this program. We continue to develop our program as the knowledge base grows and in 2019 we have continued our commitment to offering professional development to support our teachers to further develop their skills in student welfare and social/emotional development.

### **Financial performance and position**

The \$852,913 total Equity funding is all being used for salaries. We are aware that we are over-staffed and are using our equity funding to support well-being and academic outcomes through teaching assistants, Intervention programs, F/T Counselor and an extra session of non-face to face teaching time through the STEM teacher as well as an extra Leading Teacher to support the teaching teams.

We have budgeted \$209,191 for short term Capital projects, including fencing, painting, carpet, solar panels, and a minor admin refurbishment.

We have budgeted \$151,337 for long term projects to extend the admin building with more offices, storage and staff area.




**For more detailed information regarding our school please visit our website at**  
<http://www.westgrps.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 753 students were enrolled at this school in 2019, 384 female and 369 male.

40 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

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

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













#### School Staff Survey

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

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








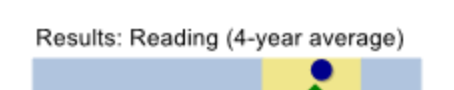





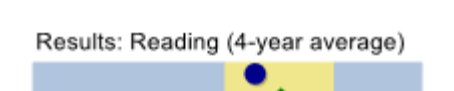






## Performance Summary

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>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison   Above  Similar  Below</p> <p>Similar </p> <p>Similar </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><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>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Above </p> <p>Above </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>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>Below </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 Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38%</td> <td>51%</td> <td>11%</td> </tr> <tr> <td>Numeracy</td> <td>56%</td> <td>33%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>41%</td> <td>40%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>24%</td> <td>60%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>40%</td> <td>44%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	38%	51%	11%	Numeracy	56%	33%	11%	Writing	41%	40%	18%	Spelling	24%	60%	16%	Grammar and Punctuation	40%	44%	16%	<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 border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	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><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>Similar <span style="color: teal; 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>91 %</td> <td>91 %</td> <td>91 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	91 %	93 %	92 %	92 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	91 %	93 %	92 %	92 %	92 %										

### Performance Summary

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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>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>Below</b> <span style="color: blue; 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	\$7,120,106	High Yield Investment Account	\$773,179
Government Provided DET Grants	\$864,024	Official Account	\$88,207
Government Grants Commonwealth	\$4,861	Other Accounts	\$139,000
Government Grants State	\$5,500	<b>Total Funds Available</b>	<b>\$1,000,386</b>
Revenue Other	\$99,307		
Locally Raised Funds	\$465,318		
<b>Total Operating Revenue</b>	<b>\$8,559,116</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$852,913		
<b>Equity Total</b>	<b>\$852,913</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$7,007,455	Operating Reserve	\$249,692
Books & Publications	\$8,543	Funds Received in Advance	\$81,507
Communication Costs	\$4,440	Funds for Committees/Shared Arrangements	\$58,659
Consumables	\$68,507	Asset/Equipment Replacement < 12 months	\$105,000
Miscellaneous Expense <sup>3</sup>	\$715,699	Capital - Buildings/Grounds < 12 months	\$145,000
Professional Development	\$93,943	Maintenance - Buildings/Grounds < 12 months	\$209,191
Property and Equipment Services	\$345,218	Capital - Buildings/Grounds > 12 months	\$151,337
Salaries & Allowances <sup>4</sup>	\$37,783	<b>Total Financial Commitments</b>	<b>\$1,000,386</b>
Trading & Fundraising	\$140,902		
Utilities	\$142,478		
<b>Total Operating Expenditure</b>	<b>\$8,564,968</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$5,852)</b>		
<b>Asset Acquisitions</b>	<b>\$6,461</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)

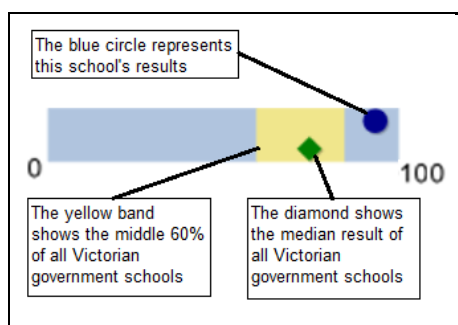
### Engagement

- 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).

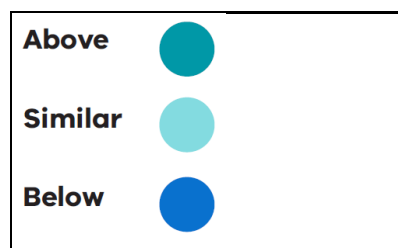


## What does *School Comparison* refer to?

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').