

2019 Annual Report to The School Community



School Name: Campbellfield Heights Primary School (5034)



"Success for all"

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 31 July 2020 at 11:02 AM by Jo Howard (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 13 August 2020 at 09:38 PM by Amani Samman (School Council President)

About Our School

School context

Campbellfield Heights Primary School is a 21st century school divided into learning cohorts – Foundation, Years 1/2, 3/4 and 4/5/6s. Our current enrolment is 158 students over 8 grades.

Our community is culturally diverse with families coming from various countries around the world. We are located in the City of Hume, approximately 15 kilometres from Melbourne's CBD.

Situated on a large allotment, there is plenty of space for the students to play including a large oval, turfied sport courts, new playground equipment, a Community Hub and lots of natural outdoor spaces for learning.

At Campbellfield Heights PS we have a staff profile of graduate to highly accomplished, along with a student well-being and engagement leader, speech therapist, a student support officer, Hub coordinator, leading teacher, learning specialist, assistant principal, principal and a team of Education support staff.

Staff at Campbellfield Heights PS work collaboratively in teams, supported by a Leading Teacher and Learning Specialist, to improve their skills, knowledge and delivery of the curriculum so as to improve student outcomes. Staff members are supported to continually build their capacity as innovative educators through professional learning and reflection. School staff are working in teams using the PLC inquiry cycle with support from the school leadership team to become familiar and confident in using data and research to continually improve practice.

The school offers the following specialist programs: Italian, The Arts and PE and have an Oral Language and Well-being Centre.

Our school motto is "Success for All" and our school values are: Respect, Responsibility, Success and Safety. We seek to develop students who are literate, numerate, curious and creative, and to empower them to participate in, and contribute to their community.

We are committed to providing explicit teaching with high expectations to cater for individual learning needs of our students. We provide learning in a safe, caring and engaging environment.

Our diverse community enriches all aspects of our school life. We have a strong social focus as evident through participation in Harmony Day, special themed weeks, character dress-up days, family sports and information evenings, as well as lunchtime clubs.

With an emphasis placed on creating a Positive Climate for learning by embedding the School Wide Positive Behaviour approach, students at Campbellfield Heights PS have focussed on specific skills to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle. We foster engagement among our students, encourage them to achieve and, ultimately, equip them with the qualities to enable them to flourish. Campbellfield Heights P.S. aims to be inclusive as our motto suggests and to foster the love of learning in students, parents and teachers throughout their lives.

Framework for Improving Student Outcomes (FISO)

In 2019, CHPS's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, curriculum planning and Assessment and setting expectations and promoting inclusion:

Building Practice Excellence:

Professional learning focused on student needs and teachers are beginning to see their impact on student learning is based on changes in their practice. Teachers collected summative data sets & conferencing notes for Reading. Knowing where students learning needs are is an ongoing process, and as a result, leaders prepared professional learning around formative assessment aligned to DET resources and learnings from the Leading Literacy BASTOW course.

In Term 4 PLCs grew from 2 participants in each group to F-2 & 3-6 teams to enable greater collaboration and sharing of expertise. Teams also began a peer observation cycle for their PLC cycle.

The school's leading teacher & assistant principal started an informal coaching process in Term 3, with the leading teacher being trained in growth coaching. The school's learning specialists continues her coaching cycle & is being

trained in growth coaching.

The school has a summative assessment schedule that teachers follow, with each teacher given a day release to complete Fountas & Pinnell testing in Term 2 & 4. Teachers confidently use checklists & resources to set conferencing goals with individual students.

The evidence based practice of Independent reading has been established in each classroom across the school.

Curriculum Planning and Assessment:

The school's learning architecture supports collaboration between teaching teams. With the support and guidance of the leading teacher, teams reference the Victorian Curriculum to guide learning intentions and success criteria. Teams use summative data sets to guide their planning & are beginning to bring student samples to ensure they are planning to the cohorts' points of need aligned to the Victorian Curriculum.

Teachers identified the need to use student voice and interest in planning. Teams involved in the Cumulative Learning Program writing pilot responded with positive feedback due to the integrated approach it has across reading and writing. The 4/5/6 team in the pilot openly discuss the challenges it can present with planning and developing their own knowledge.

The school has provided resourcing and professional readings to support planning & when teams utilised these teachers stated how they are helpful when planning.

Achievement

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

FISO self evaluation indicated that the school is evolving and moving towards embedding in 'Building Practice Excellence', 'Building Leadership Teams' and 'Building Communities'. The school is within the evolving category in the areas of 'Curriculum planning and assessment', 'Empowering students and building school pride' and 'Setting Expectations and Promoting Inclusion'.

Comprehensive analysis of school and student data occurred and the school has a vision of what is to be achieved. CHPS monitored progress and adjusted strategies accordingly to ensure future success. School leadership tailored DET resources and programs to meet the specific needs of the teachers and thus providing them with the skills to meet the needs of the student cohort. The educational leadership team worked to enhance structures, enabling collaboration to occur. Staff have had many opportunities to contribute to the work of the AIP. Within the AIP, the majority of the actions have been fully completed and progress has been made against the key focus areas of numeracy, literacy, well-being and engagement.

80% of students achieved one year growth in Reading and Number assessed in relation to the Victorian Curriculum.

There was an increase in high relative growth data NAPLAN (year 3 to year 5) in numeracy to 24% of students, exceeding the 2020 target of 15%. Year 3 students exceeded the 2020 targets for Reading Writing and Numeracy. NAPLAN Data indicates that year three students at CHPS are performing below similar schools in Reading and above similar schools in Numeracy. The year five students are performing below in both similar schools in Reading and Writing. 24% students achieved high growth from year 3 to year 5 in numeracy, while 8% achieved high growth in writing.

A range of additional Literacy and Numeracy support in the classrooms and withdrawal groups were implemented in 2019 with some success.

The Leading teacher and Learning Specialists have begun coaching staff in the classroom in relation to the teaching of reading. The Assistant Principal and Leading Teacher attend all team planning sessions and have ensured the teachers unpack and understand the Victorian Curriculum, Student Data and plan using evidence based practices.

Professional Learning has been targeted to building teacher capacity in the areas of Reading and Numeracy.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans. All Individual Learning Goals were met. Student Support Meetings took place each semester.

Engagement

Campbellfield Heights Primary school's students are engaged and connected to their school and we are proud of the school wide positive program we have embedded, which support students in building resilience, persistence, engagement and social capacity.

This year the school focused on KIS related to the FISO dimension 'Empowering Students and Building School Pride'.

The school had a focus on improving students' sense of confidence and the 'Student Attitude to School Survey' indicated 78% endorsement. This indicates an increase from our three year average of 72%. The school's Attitude to School Survey indicated 84.8% of students endorsed that bullying is managed well. This is an increase of 4.8% from our previous three year average. This response by students is similar to 'Similar Schools'.

The school activated student voice by surveying students regarding school improvements. Student voice mainly came from our Student Leadership Team - School Captains, Sports Captain and Values Captains. These students had tasks where they surveyed the whole school and gathered data on various programs and events at the school. The school captains and values captains surveyed the students as to what they would like changed/improved in the school.

The school activated student agency by introducing student input into their Independent Reading Goals, giving students the opportunities to select their own text in 'Independent reading'. They set their own explicit goals and were responsible for collecting data on their achievement. They fed back to the teacher during conferencing about how they believe they had gone with their goals and showed evidence.

Teachers used reading notes from conferences with students to set goals and expectations to engage the students in their learning. The 4-6 team began using writing draft books to analyse and engage students in setting writing goals. Tier 3 Individual Learning Plans have been written for students who require personal and social capabilities goals. We continually record behavior on GradeXpert to ensure data is monitored and strategies were put in place for students who required individual or small group support.

A student data wall was established and the teachers bring data to planning meetings so as to plan for student learning at the appropriate levels.

The school activates student leadership by electing School Captains through an application process where students responded to a selection criteria and participated in an interview process

Students at our school have had the opportunity to apply for other Leadership positions, such as Values Captains, Sports monitors, Environment Team Leaders. Students meet with staff to define their roles and responsibilities and build their capacities to lead. The student leadership team fed back to the SWPB team as to the new values and the whole school were given the opportunity to design the new values posters.

STRATEGIES FOR NON ATTENDANCE

Our electronic absence recording software sends out a message to parents at 10 am each day requesting a response as to why their child is absent. Teachers are directed to ring parents after a child has been absent for more than two days without parent response to texts. If students are away for longer periods without explanation then the well-being and engagement leaders contact them and offers support. The school's attendance rate is above similar schools with an average number of school absences reduction of student absences from 19 to 17.7 days (4 year average).

Wellbeing

The school continued to establish School Wide Positive Behaviour as an evidence based framework for creating a positive school climate.

We have established consistent practice in responding to all types of behaviour including Behaviour Support Plans. We have embed ratio of more positive to negative interactions/acknowledgements and explicitly teach and model the School Wide Expectation Matrix. The SWPB Team gathered and utilised SWPBS data to inform SWPBS focus for staff and students. The school continued to develop staff professional learning and skills in SWPBS.

The school established a student support team which analysed data and then made recommendations for additional support for students who required 1:1 or small group sessions. The support was provided by establishing an Individual Learning Plans which the well-being officer, visiting psychologist and social workers worked towards.

Staff are referring to the SWPBS matrix, using its common language and referring to the school values when providing feedback to students regarding behaviour. They continue to explicitly teach SEL/SWPBS skills to students as evident through peer observaions, planners and timetables. The SWPBS School Evaluation Tool demonstrates all elements of Tier 1 have been established. Data collected through peer observations demonstrates a higher number of positive acknowledgements vs negative. Staff are consistent in responding to major behaviour and seeking support for students. In consultation with staff, a classroom continuum for classroom response strategies and error correction has been investigated and established.

Various data has been used to inform the SWPBS focus for staff and students (peer observation data, student focus groups, ATSS, Yard Duty data, behaviour incidents). The SWPBS Team and school staff had professional learning opportunities throughout the year, including building relationships with Berry St and DET SWPBS Professional Learning.

The school's health, well-being, inclusion and engagement programs and policies are well understood by staff and reviewed periodically. Student and parents have opportunities to contribute.

The school supports the development of its students by teaching discrete social and emotional learning programs and consistently reinforcing pro-social behaviours. We engage parents/carers and students at both individual and group levels in determining the social and emotional behaviours expected of students. The curriculum plan includes positive self-identity and self-management strategies and Cognitive strategies to enhance psychological well-being.

We have a full time student 'Well-being and Engagement Leader' and a 'Student Support officer who are experienced in identifying students requiring referral to trained professionals in order to support their psychological and social well-being

We have successfully completed 3 years of our 4 year SWPB PD and implementation journey. We had 5 new staff members in 2019 and ensured that they had a thorough induction to SWPB while the rest of the staff continued on our implementation journey.

Building Community Engagement is at the evolving stage and is moving towards Embedding.

CHPS formalises partnerships to address identified student learning and well-being needs and enrich learning experiences and opportunities. It harnesses the capacity of its partners to collectively meet the diversity of its student needs by accessing such things as expertise, professional development and the delivery of activities and services. Partnerships are monitored and reviewed to measure their effectiveness.

A shared commitment and collaborative actions by the school, families and broader community, assists community organisations and agencies to provide services and maximise benefits for students aligned to the school's policies. The school ensures early intervention for students who have additional needs or are at risk of disengagement. It collaborates with community agencies to support specific learning, health and well-being needs of these students.

Our parent community are invited to attend a classroom engagement session each term, where students showcase their learning. We have had a positive response to these days as the students write invitation letters and show their excitement regarding having their parents at school. Parents are very involved in all cultural celebrations and special weeks eg. Book week, Eid Lunch, Sports afternoons, Xmas Carols, inter-school sports etc.

Our aim was to engage parents more in their students learning, by using technology eg. ClassDojo Videos, to show case what the students are doing in class.

The Parent Opinion Survey indicates 79.2% of parents positively endorse the school. There were 11 parents who responded to the survey, even after many different attempts to engage them eg. Phone calls, invitations to come in and complete at school with an MEA for support.

Financial performance and position

Campbellfield Heights PS maintained a very sound financial position throughout 2019. The 2016-2020 school Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council's allocation of funds to support school programs and priorities.

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. Our annual result was in surplus and this has been committed to subsequent years to support the educational and well-being growth of our students.

Equity funding was a utilised for staffing, professional learning, programs and to support our low socio-economic families by supplementing courses, playgroups and waiving school fees.

The school has allocated funding in 2020 to continue hiring staff and the upgrade of the oval, which is not able to be used most times of the year. The school hopes to use some of our fundign and appy for grants to be able to Turf the oval and have a soccer/football oval as well as a running track and long jump pit.

For more detailed information regarding our school please visit our website at
www.chps5034.vic.edu.au

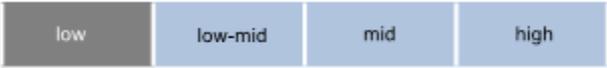
Performance Summary

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.

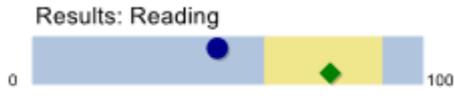
Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 178 students were enrolled at this school in 2019, 95 female and 83 male.</p> <p>74 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

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

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Above </p>		
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>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>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"> <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>56%</td> <td>44%</td> <td>-</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>47%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>53%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>59%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>59%</td> <td>35%</td> <td>6%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	56%	44%	-	Numeracy	29%	47%	24%	Writing	29%	53%	18%	Spelling	29%	59%	12%	Grammar and Punctuation	59%	35%	6%	<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

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>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</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>92 %</td> <td>92 %</td> <td>89 %</td> <td>89 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	92 %	89 %	89 %	91 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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Performance Summary

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Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,351,993	High Yield Investment Account	\$441,458
Government Provided DET Grants	\$388,769	Official Account	\$42,756
Government Grants Commonwealth	\$9,200	Other Accounts	\$0
Revenue Other	\$95,957	Total Funds Available	\$484,214
Locally Raised Funds	\$69,393		
Total Operating Revenue	\$2,915,312		
Equity¹			
Equity (Social Disadvantage)	\$560,737		
Equity Total	\$560,737		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,253,534	Operating Reserve	\$77,240
Books & Publications	\$12,515	Provision Accounts	(\$520)
Communication Costs	\$2,704	School Based Programs	\$319,872
Consumables	\$79,852	Capital - Buildings/Grounds < 12 months	\$164,862
Miscellaneous Expense ³	\$103,709	Total Financial Commitments	\$561,454
Professional Development	\$18,976		
Property and Equipment Services	\$169,821		
Salaries & Allowances ⁴	\$129,784		
Trading & Fundraising	\$19,887		
Utilities	\$21,960		
Total Operating Expenditure	\$2,812,744		
Net Operating Surplus/-Deficit	\$102,569		
Asset Acquisitions	\$84,903		

(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)

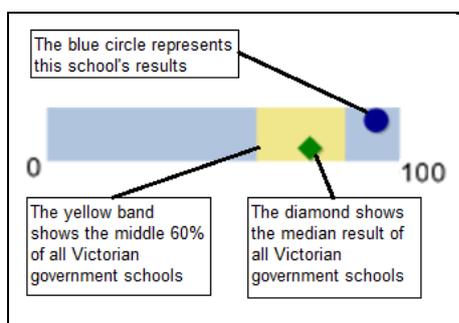
Engagement

- 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').