

2018 Annual Report to The School Community



School Name: **Watsonia Heights Primary School (4935)**



- 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 Regulation 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 27 March 2019 at 02:34 PM by Michael Kent
(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 Regulation 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 02 April 2019 at 04:44 PM by Pierre Scotney
(School Council President)

About Our School

School context

Watsonia Heights Primary School is located in the North-Eastern suburbs of Melbourne. Total enrolment in 2018 was 352 students. The School Family Occupation (SFO) density is 0.3332 which is in the high range below the state mean of 0.4400. The percentage of the school accessing the School Camp and Excursions Fund was 30% of our families. The school believes students learn best when they are engaged in their learning, feel safe and connected to the school. Parental involvement is valued and a strong sense of community is evident throughout the school. 2018 was the third year of our School Strategic Plan and provided the opportunity to continue some of the great work but also to find new and exciting ways to focus on our targeted initiatives. In reviewing the 2018 school year we are excited about the wonderful achievements of our school, it's students, parents and staff. Whilst we celebrate the overall performance of our school we are focused on our ongoing improvement and as always, are looking forward with excitement to the next stage of improvement for our school and all community members.

Watsonia Heights Primary School has a commitment to providing a safe, secure, caring environment where children are encouraged to develop as individuals and collaborators. We share a holistic focus on developing each individual, developing academically, socially and emotionally. We have high expectations for staff and students. All students can expect success and will be supported, nurtured, encouraged and challenged throughout their learning journeys. Building student resiliency, self esteem and confidence via our commitment to enhancing the academic, social and emotional capacity of all students is of utmost importance at WHPS. Dynamic and thoroughly planned programs are provided to engage students and help them maximise learning opportunities and become life-long learners. Great emphasis is placed on developing each individual child to their maximum potential within a society that is constantly changing by: identifying individual needs; giving equal opportunities to every child to achieve success; using a range of teaching styles and strategies; providing a broad and balanced curriculum across all learning areas; providing specialist programs across a diverse range of disciplines. In addition to our primary focus of ensuring all children succeed in literacy, numeracy and develop a love for learning through stimulating personal curiosity; WHPS also offers a robust specialised teaching program. Our specialist learning program includes Languages (Mandarin) program, Music, Science and Technology, Visual Arts program, Library, Discovery Learning, Health and Physical Education and Performing Arts. The school has developed and continues to build our extra curricular program that enhances and develops individual students beyond the basics of being literate and numerate. This includes a robust and diverse 'clubs program' that supports and extends our students in a diverse manner. Underpinning and embedded within our curriculum program is the strong focus on student leadership and interpersonal development. Intertwined in our curriculum is the use of high level digital resources. The use of technology provides a dynamic and engaging approach to outcome delivery. Current and emergent technologies are used across the school to enhance teaching and learning strategies and approaches.

The school's values underpin our strong culture of success and positivity. Our values are; Success, Teamwork, Respect, Individuality, Visionary, Effort – STRIVE!

The school continued to invest in the professional development of staff over the course of 2018. This has involved a strong focus on developing and improving ourselves as individual practioners and as a team of staff committed to outcome delivery, enjoyment of learning and a passion for ongoing improvement. Developing the capacity of our teachers and fostering a culture of ongoing reflection for improvement has provided a dynamic and high quality learning framework for our students. As a staff, and as a learning community we share high expectations for learning and believe that achieving success is a right of all students.

WHPS has a wonderful team ethos where relationships are strengthened via ongoing communications and alignment of foci towards improving and celebrating student achievement. As a school we have a commitment to developing student leadership and developing self directed and motivated young leaders and learners.

The school continues to focus on student attendance. We are vigilant in following up all absences and our systematic and transparent processes continue to support and develop a culture for families to value education. We review our enrolment and engagement guidelines annually to ensure we are supporting maximum attendance for every child, every day. Our 2018 student absence average was lower than that comparable across the state. The school has 29.7 equivalent full-time staff; 2 Principal class, 20 teachers and 7.7 Education Support staff (this includes full time and part time staff).

Framework for Improving Student Outcomes (FISO)

Throughout 2018 the school has been focused on the initiative of Building Practice Excellence. This is the core business of education, teachers getting better on purpose.

There a number of strategies that focused our attention toward ongoing improvements. Namely these were to focus on:

- Mathematics instruction,
- Routinely using performance data to inform improvements,
- Continuing to foster a supportive, positive and enjoyable school culture,
- Continue to build of effective professional relationships in and cross our school community
- Ensuring our collective knowledge of the curriculum is strong and consistent,
- Embedding a program for ongoing sharing, reflection and improvement of teaching practice,
- Promoting curiosity and inquiry based learning initiatives.
- Valuing student voice in our curriculum design processes, planning and implementation
- Providing school wide wellbeing program fostering happy, healthy, successful and connected learners
- Supporting and promoting leadership programs and pathways across our school
- Support an enhance teacher practice through consistent, research and evidenced based professional learning
- Further develop our STEM program across the school
- Reviewing and refining our assessment processes and practices

These areas allowed our school community to work together to improve our school. Systematic professional learning and focused leadership on these areas has allowed us to review, re-shape, embed and enhance our practices and processes. This has resulted in notable gains in school wide performance.

Underpinning all of our commitments to learning WHPS is absolutely committed to providing a supportive, enjoyable and engaging place to learn and to be. The culture of our school is paramount to improvement and developing each individual within our community.

As we celebrate the wonderful achievements of 2018, we look ahead with positivity and enthusiasm in identifying further nuances of improvement to continue to Strive for the Heights!

We welcome the opportunity to facilitate our school review in 2019.

Achievement

Our school has achieved some wonderful results in 2018. Our teacher assessments against the Victorian curriculum are well above the median for all Victorian schools and above 60% of Victorian government schools in the core subject areas of Literacy and Numeracy. Our school comparison is identified as having 'similar' levels of performance in Literacy and Numeracy to similar schools.

Our school has continued its recent strong performance on NAPLAN testing, achieving results well above state averages in years 3 and 5 in reading, writing and numeracy. In 2018 our year 3 numeracy data demonstrated that we had 50% of students achieving in the top two bands of performance in comparison to similar schools with 45% of students in the top two bands. Our year 5 NAPLAN numeracy results were also identified as being higher than similar schools with 50% of students achieving in the top two bands compared to 29% for similar schools. These great results reflect the high expectations we have for our students, the teaching practices employed by our staff and our commitment over a number of years to improve the learning outcomes for our students. Our NAPLAN writing results were very pleasing with 56% of students in year 3 and 25% of students in year 5 achieving in the top two bands, both above similar school averages. Our year 3 reading result was also a highlight with 74% achieving in the top two bands in comparison to 60% for similar schools; and our year 5 reading result was also fantastic with 58% achieving in the top two bands in comparison to 39% for similar schools.

There is a natural and wide variance in student performance in schools based on a variety of biological and environmental factors. Our challenge is to teach our students at their point of need and develop individualised programs to assist them to make as rapid progress as possible from their starting point. One measure that we believe truly reflects the impact of our teaching and learning practices is the relative growth measure of NAPLAN

assessments in students between years 3 to 5. This measures the progress of students over the two year period when compared with students that had similar results in year 3 across the state. Our five year trend data demonstrates that our students are making high levels of learning growth when compared to similar schools. Our relative growth is measured by low, medium and high growth. In 2018 at WHPS the high learning growth was measured comparative to similar school:

Reading: 42% high growth compared to similar schools at 23%

Writing: 47% high growth compared to similar schools at 22%

Spelling: 26% high growth compared to similar schools at 21%

Numeracy: 40% high growth compared to similar schools at 22%

Our school enjoys terrific support from our parent community. We are proud that our school recorded high endorsement levels in the 2018 Parent Opinion Survey on school satisfaction levels, well above state levels. This is testament to WHPS' highly skilled staff who are passionate and committed to their craft. The fostering of a robust, dynamic and broad curriculum allows our students to become articulate and confident thinkers, problem solvers and collaborators. The growth in school and student performance is a credit to the processes, programs and dedication of our staff and school community.

Engagement

WHPS is committed to developing the 'whole' child; where interpersonal and personal skills are foundational to holistic growth, learning and development. We are focused on building confident, resilient and articulate students who have a strong sense of self and relate well to others. Student Engagement outcomes at our school are positive with 88% of students surveyed in the Attitudes to School survey (years 4-6) indicating a positive response to learning confidence and 89% of students indicating a positive response to school connectedness.

Our school offers a broad range of engaging activities providing opportunity for participation by all students including Physical Education and sporting skill development, The Visual and Performing Arts programs, Student Council, House system, Student leadership programs, Foundation/Grade six buddy program and whole school cross age learning opportunities. These programs are supported by a variety of students clubs and activities such as our community garden, chess, computer/coding, library, mindfulness and mediation, knitting, acting, social skills groups and choir.

We value student input and have worked hard to promote opportunities for student voice and for students to understand themselves as learners, individuals and team members. It is imperative that our students maintain their strong voice within the school to provide us with valuable feedback, develop ownership over their learning and ensure the students have a consultative voice in their educational direction.

We focus on providing a dynamic and engaging curriculum, which drives strong attendance resulting in our attendance data out performing the state median. The school is committed to developing a positive and supportive learning environment for all students, staff, parents and wider community. The school is proactive in addressing any issues of poor attendance via direct follow up with parents to account for all absences.

Maintaining a focus on high expectations in amongst a dynamic and engaging curriculum ensures a culture of ongoing learning and development of self esteem. Our students work with our teachers to develop targeted and aspirational goals with a strong focus on 'effort' in achieving their goals. We believe this fosters intrinsic high expectations by our students of themselves and leads to greater learning confidence and independence.

Wellbeing

WHPS has a strong focus on student wellbeing. Our belief is that for quality learning to occur students must feel safe, connected, empowered and positive about themselves and school. Our 2018 Attitudes To School results indicate that our students feel a strong connection to the school.

We have spent considerable time and resources in 2018 to strengthen our focus on safe behaviours, respectful relationships, gender equity, inclusion, transition, resiliency and speaking up. Our 'Open Door' policy and 'No Surprises' approach ensures that ongoing communications are occurring at every level of the school. The school

concentrates on our underpinning values of: Success, Teamwork, Respect, Individuality, Visionary and Effort to ensure a positive school climate where all members are valued and supported to be their best.

Throughout 2018 the school continued to strengthen the transition program for all students at the school. Our Prep transition and Year 7 transition programs are well established and successful. We receive very positive feedback about these programs from our community and how it assists the transition of our students. All our Grade 6 students participate in secondary school transition programs aimed to increase their confidence of this important transition. Key Watsonia Heights staff also meet with local kindergarten teachers to ensure a seamless transition for all Foundation (Prep) students. Organised learning activities between local kinders and the school help to build positive community relationships and provide pre-Foundation students with confidence to enter school. The development of the Buddy system has proven to be a great strength in building Prep confidence and competence as well as adding rigor to the strength of community relationships at the school. Students also participate in a range of transition activities within levels to promote settled transitions from year to year.

WHPS is proud of its zero tolerance to bullying and we actively work with our students to teach positive, collaborative and effective social skills and strategies. We maintained a strong presence of student voice in embedding our positive school culture. Staff are constantly revising and developing strategies to improve student connectedness to peers and to the school. Building student's resiliency, confidence and competence in relation to emotional strength and building self esteem are cornerstones of developing our students and producing decisive and effective leaders of tomorrow.

We continued to embed the Kids Matter program at our school over the past year. This provides a framework and support to focus on student's mental health and wellbeing. In 2018 we reviewed our whole school curriculum delivery and audit the outcomes and assessment of these initiatives. Our staff and wellbeing team collaborated to revise and revamp our social and emotional learning throughout 2018. This will renew our focus on the Respectful Relationships program and the explicit teaching of social skills throughout the school. We maintained the highly effective elements of our PATHS program and supplemented and enhance our overall delivery of wellbeing initiatives. This also incorporates fostering a growth mindset for all students and supporting them through the 'learning pit'. Additionally we offer weekly mindfulness, meditation and yoga classes. WHPS will continue these programs in 2019 for ongoing support and maximisation of health and wellbeing for all students and their families. WHPS places great emphasis on developing respect across the school through a lens of positivity.

Financial performance and position

Watsonia Heights Primary School continues to operate to ensure the school is maintaining its healthy financial position, whilst maintaining quality resources and learning environments for our students. A small surplus was generated for 2018, to ensure that the school is fiscally prudent in not spending more funds than it has available. Some of these surplus funds are to be used for costs associated with the start up of the 2019 school year, with the remaining small surplus to be targeted for minor capital improvements and to aide staffing our additional support and extension programs in 2019.




For more detailed information regarding our school please visit our website at
<http://www.watsoniaheightsps.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 352 students were enrolled at this school in 2018, 169 female and 183 male.

5 percent were EAL (English as an Additional Language) students and 1 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

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>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> Higher</p> <p> Higher</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> Higher</p> <p> Higher</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"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>9%</td> <td>49%</td> <td>42%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>44%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>37%</td> <td>47%</td> </tr> <tr> <td>Spelling</td> <td>12%</td> <td>62%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>50%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	9%	49%	42%	Numeracy	16%	44%	40%	Writing	16%	37%	47%	Spelling	12%	62%	26%	Grammar and Punctuation	33%	50%	17%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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="528 909 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>93 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	94 %	94 %	93 %	92 %	91 %	<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> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	94 %	94 %	93 %	92 %	91 %										

Performance Summary

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

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> Similar</p> <p> Similar</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> Higher</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	\$2,598,932	High Yield Investment Account	\$105,224
Government Provided DET Grants	\$396,633	Official Account	\$10,958
Government Grants Commonwealth	\$7,600	Other Accounts	\$249,402
Revenue Other	\$26,453	Total Funds Available	\$365,584
Locally Raised Funds	\$485,500		
Total Operating Revenue	\$3,515,120		
Equity¹			
Equity (Social Disadvantage)	\$30,130		
Equity Total	\$30,130		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,558,688	Operating Reserve	\$90,001
Books & Publications	\$1,124	Other Recurrent Expenditure	\$19,706
Communication Costs	\$16,106	Provision Accounts	\$2,881
Consumables	\$104,720	Funds Received in Advance	\$76,541
Miscellaneous Expense ³	\$190,081	School Based Programs	\$44,482
Professional Development	\$16,215	Capital - Buildings/Grounds < 12 months	\$131,973
Property and Equipment Services	\$178,793	Total Financial Commitments	\$365,584
Salaries & Allowances ⁴	\$166,588		
Trading & Fundraising	\$96,396		
Travel & Subsistence	\$272		
Utilities	\$39,465		
Total Operating Expenditure	\$3,368,448		
Net Operating Surplus/-Deficit	\$146,671		
Asset Acquisitions	(\$464)		

- (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)

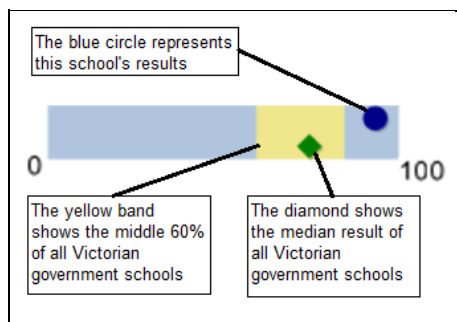
Engagement

- 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).

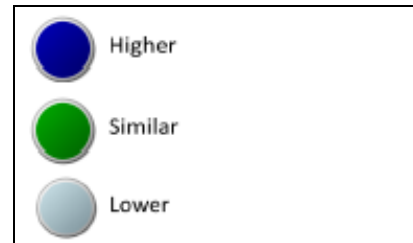


What does *School Comparison* refer to?

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').