

2018 Annual Report to The School Community



School Name: Canadian Lead Primary School (5383)



- 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 08 March 2019 at 05:27 PM by Darlene Cameron
(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 13 March 2019 at 11:34 AM by Sophie Akers
(School Council President)

Canadian Lead Primary School (5383)

About Our School

School context

2018 was a productive year for Canadian Lead Primary School on many fronts as we entered the third year of our Strategic Plan. The school's SFO in 2018 was .7299, compared with .7561 in the previous year, indicating a slight change in the demographic of the school. In 2018, 121 students were equity funded and our overall student enrolment continued to grow, reaching 196 as many students entered the school into year levels other than Foundation all throughout the 2018 year.

The school also attracted 28 Preps reflecting a very positive upward trend as the school continued to grow, welcoming new families into the community. The current size of the school at the beginning of 2019 is 212 students, and continued growth is forecast as a new estate is built on Joseph St, opposite the school site. This year we have already welcomed 36 Foundation students with additional enrolments

In 2018, the Leadership team consisted of the Principal, Assistant Principal, Literacy Leader, Learning Specialist and three Professional Learning Community leaders (PLCs). In 2018, the school ran with ten composite classes that also provided room for growing enrolments at all levels of the school. The staffing is now an even blend of Expert teachers, Graduates and Accomplished staff recently coming to the school with succession planning and mentoring taking place over 2018 with continued training through Bastow and support for our new literacy leader.

In Term 1 of 2018, a Principal Intern (Leading Teacher from Delacombe PS) was mentored by the current Principal as part of the Bastow Unlocking Potential – Principal Preparation Program. The Intern's contribution to the school was highly valuable in the areas of Literacy and elevating student voice.

In Term 1, 2018 internal expression of interest was opened to staff for a higher duties position for the role of Learning Specialist with interviews held for the role and time allowance provided for coaching and modelling lessons in all classrooms for one staff member.

The school continued to provide a number of intervention programs in 2018 including Reading Tutors, Multi-Lit, Mac-Lit EMU and Quicksmart numeracy. Our school also utilised 11 local volunteers as part of a reading tutors program and tutors would volunteer one hour per week to spend with a student, reading at school.

In 2018, the number of students funded under the Program for students with disabilities (PSD) rose by 5 (totalling 21 students across all grades) The school continued to fully cater for additional students in each class, presenting with disabilities and challenging behaviours, however not fitting full funding criteria. Additional support for these students was funded directly from the school's budget to ensure quality teaching and learning for all students.

In 2018, the number of students at the school and in out of home care went from 7 to 5 with 2 students being placed into permanent care part way through the year and one student residing in a residential care unit. As a result, the school engaged actively with the support of Lookout (DET support for schools for children in Out of home care)

As a school we continued our implementation of zones of Regulation curriculum for all students, an approach to explicitly teaching students' skills for self-regulation and identifying one's own feelings and responses to situations.

All staff have worked tirelessly and with clear purpose and vision to maximise student achievement and ensure that the school motto of 'Developing the head, heart and hands of every student' is brought to life on a daily basis in all classrooms. Our school values of excellence, responsibility, respect and persistence have continued to underpin all activities in the school.

Framework for Improving Student Outcomes (FISO)

Canadian Lead Primary School (5383)

After careful consideration of our school's data, the school's priority area for 2017 was Excellence in teaching and Learning and Curriculum Planning and Assessment with the initiatives being addressed specifically in the following ways:

1. Building Practice Excellence

Evidence of impact from 2018 AIP is demonstrated in all teacher planning that reflects the schools agreed instructional model in literacy and numeracy in all classrooms. Evidence in changes to teacher practice have been documented using the school's agreed peer observation template with all classroom teachers having a minimum of two in classroom coaching observations with Ed consultant Andrea Hillbrick as per school's professional learning plan and schools learning specialist. All classroom teachers have engaged in a full cycle of Inquiry in their PLCs linked to literacy (modelled writing) in 2018 as student data indicated that writing was still an area showing only minor improvement in the last two years. In 2018, all staff implemented, monitored and reviewed our agreed model for teaching in the 2 hour literacy block with daily opportunities for children to engage in writing.

2 Empowering students and building school pride

In 2018, all teachers used PIVOT (Term 1 and term 4) to survey students with subsequent setting of teacher PDP goals linked to an area for further development. Teachers supported students to self-reflect against our schools agreed positive learning behaviours and students used these results to set their own personal learning goal. The students own self-reflection was also sent home to families. In term one, a student leadership day was held at the school and we invited Delacombe PS to be part of this event as this was the base school for our current intern with 80 students involved. The role of the JSC was elevated across the school with the invitation to involve extra students. This group met weekly and organised a variety of activities and fundraisers for students over the year, communicating regularly at our assemblies. Our SWPBS Matrix was developed over the 2018 year and involved all areas of the community including input from our JSC members, Parents Association, school council and teachers in setting behaviour expectations for the school.

Achievement

In 2018, significant emphasis was placed on consolidating best practice in building sustainability in Literacy and Numeracy teaching. Over the course of the strategic plan, we have gone from strength to strength, seizing on all opportunities to engage students in quality learning experiences. Our work with Ed consultant, Andrea Hillbrick has supported changes in teacher practice, encouraging different ways of thinking and engaging students.

End of year 2018 reading data indicates a 15% increase in the proportion of students assessed at or above standard, from 73% to 88% and the achievement of our strategic target for reading, a year early than first anticipated. We were highly successful in this area because we analysed the data at a fine-grained level and identified students by name who needed to make 18 months growth in 12 to remain at standard and not slip below. Teachers created goals for all students to further accelerate their progress and all students were part of focus groups at point of need. The percentage of students who are working above level in reading increased from 36% to 41% indicating the results from equity funded professional learning and implementation by teachers of purposeful changes to practice is having a direct impact on learning.

Results for writing indicated a 10% increase on 2017 - 2018 from 66% to 76% of students now working at standard or above. This result is attributed to a targeted focus in the area of writing, as there was very little progress from the year before. Naplan data from 2018 indicates only one student from grade 3 in the bottom bands for Writing and 48% in the top two bands. Grade five data indicates a 4% increase from 2016-2018 from the bottom bands to the middle bands, however a decrease of 6% from the middle bands to the top, highlighting further work to be done in ensuring that we are challenging students at the top end in writing. In 2018, our school undertook a whole school inquiry in the area of modelled writing in an effort to identify consistent and best practice to further enhance students' exposure to quality writing and enhance writer's voice.

With regards to Numeracy, teacher judgement data indicates 84% of students at or above expected level and the achievement of our Strategic target, a year earlier than first anticipated and a 10% increase on 2017. Grade 5 Numeracy Naplan data for 2018, indicates a 39% shift from the bottom bands into the middle bands from 2016-2018, highlighting a huge shift in growth for many of our students but also work now in ensuring that our students continue to be challenged for further growth into the top 2 bands. 14 % of grade 5 student in 2018 were in the top 2 bands.

In 2018, three of our grade 6 students were successful in obtaining scholarships to local secondary schools in the

Canadian Lead Primary School (5383)

area of Music, Sport and Academic pursuits. An outstanding result for the school in such fine individuals being recognised by their new school for their talents.

Engagement

Student opinion data in 2018 overall was very positive for the school, particularly in the areas of High expectations for success, Teacher concern and Attitudes to attendance.

In 2018 student attendance was monitored weekly in dedicated attendance meetings. This ongoing and detailed study of attendance data resulted in timely communication with the families of students whose attendance was of concern to assist the family in having the child attend regularly at school. Support agencies were also recommended through this process. Data accuracy was improved with more consistent absent codes being used for the different reasons a student may not be at school and errors being identified and amended. 2017 data indicated average absence days (full time equivalent per year for students from P-Yr 6 - all absence types) at 20.05 days, this is now at 18.1 days. While the goal of reducing this figure to 17.5 days was not reached in 2018, Grade Prep, 1 and 4 all came in under this figure while Grade Prep, 1, 4, and 5 all reduced from 2017. This attendance target will be continued into 2019.

The Attitude to School Survey indicated that student opinion data increased in Differentiated learning challenge from 76% to 79%. While the area of Stimulating learning had a slight reduction from 72% to 69%.

The goal of the Parent Opinion Survey to trend up 10% in the area of Stimulated learning was not achieved however it did stay static at 82%. In this module of Student cognitive engagement our school did have 88% positive feedback which puts us above similar schools, network schools and the state averages.

22 students participated in the Bulldogs READ program in 2018 and had time each week with Mrs Sullivan who supported all of the children in preparing quality book reviews that can be seen on the Bulldogs home page.

Once again, we had a high participation rate for the Ballarat Children's Art Awards which was a wonderful result for the school and a testament to the quality of the Art and Music program. Our Chinese Academy after school program continued to grow and students from both our middle and senior units took out first place in the City of Ballarat – China Challenge under the expert guidance of Mt Yu.

Lunchtime clubs continued to grow in 2018 with the continuation of our Makerspace club, running each lunchtime in the library. Our school also initiated a lunchtime program with Ed support staff for ten of our students who require additional support in engaging in respectful play. Sporting schools was once again very popular for students with over a third of the school participating. The Gym at lunchtimes, 20 students also participated in Energy Breakthrough with our teams coming 9th and 13th place in the 12 hour time trial, while also receiving our highest ever score for Team Lightning in the presentation section of the event.

In 2018, we had all of the three original school (CLPS, Mt Blowhard and Sebastopol) come together for the first time in ten years to parade Gum Loong at the Begonia Festival and in keeping the spirit of partnership between the three schools alive.

Wellbeing

In 2018, teachers, parents and students continued to work together to nurture the potential of every student in an all-round education, promoting a positive and healthy approach to learning and life. Parent opinion data indicated high levels of parent satisfaction in the areas of high expectations for success, student motivation and general school improvement, all sitting above 90%.

The result for the parent opinion and student opinion data closely align – with regards to a child's experience of bullying and in line with the perceptions of teachers and students with 42% of parents indicating that their child had experienced some form of bullying in the last year. A focus for staff in 2018, was to continue to support students in their understanding of what is bullying and what isn't and encouraging students to speak up to a teacher or trusted adult if they believe that are being bullied. After each recess and lunch, staff use circle time and class meetings to work through any issues and encourage conversation regarding respectful relationships. All incidents of behaviour in 2018 were followed up with by staff using the school's agreed behaviour management plan – The Canadian Lead Express and recorded on our schools central platform – GradeXpert. The Principal and AP, followed up all suspected cases of bullying directly with families and the process for suspension was followed for students who

Canadian Lead Primary School (5383)

demonstrated inappropriate, aggressive (verbal/physical behaviour) Pleasingly, Parent opinion data also indicated that 81% of parents surveyed believe that the school is managing incidents of bullying and 98% of families indicated that the school is promoting positive behaviour for all students. This can be attributed to the development and implementation of our SWPBS Positive learning behaviours token reward system. In late 2018, students, staff and parent volunteers all worked together on the development of the SWPBS Matrix that was implemented at the start of 2019.

2018 was our second year as a Primary Partner with the Resilience Project and all teachers participated in professional learning, while students also participated in student sessions to increase understanding in the areas of mindfulness, empathy and gratitude. All students worked through their own personal Resilience workbook over the 2018 year and teachers planned weekly lessons for students. The Kid's Hope mentoring program continued into 2018 and 8 students were matched with a mentor who visited the school for one hour each week to spend time with the student. This program has continued to grow and the mentors are an incredibly valuable addition to the school. In 2018 we participated for the third year in the National day against Bullying and violence. All students participated in a whole school hand print mural with each student recording an anti-bullying pledge that was captured by local media in taking a stand and saying 'NO' to violence in our community.

In August of 2018, our trial of the 'IN-Reach' program was launched at the school after a year in planning with local agencies. For the later part of 2018 and into 2019, representatives from Child First were welcomed into the school each Wednesday for three hours to assist families through referral process. Pleasingly, our data from this trial indicates that 29 families were reached for support in our school community. The success of this trial can also be attributed to the respectful relationships that leadership and staff have with parents and regular communication with our local agencies on what supports are available for families in our community.

In 2018, the wellbeing team, lead by our Assistant Principal developed the draft – of our Parents Guide to Canadian Lead Primary School. Feedback was provided from our Parents Association and staff on its contents in creating a single document that provides all the necessary school information for new and existing families. The Parents Guide is currently being published and is due for release in 2019.

Financial performance and position

At Reconciliation of the 2018 budget, the school was in surplus of \$24,565. Despite planning for a deficit in the credit budget, we managed to keep this to surplus and maintain our operating reserve at \$10,000 as two out of round applications late in the year were successful. Our PSD funding increased as the school has been self-funding these students for most of 2018 due to complex behaviours and safety for all students. It was not expected that these funds would be reimbursed or back dated. In 2018, in addition to the SRP, the school received \$9800.00 Inclusion Boost funding and approximately \$5000 of this was spent late in 2018 on upgrades to our sensory room and in house training for our ES staff from a Visiting OT. The schools' surplus funds carried forward have been committed to support student wellbeing and our involvement in 2019 with the Resilience Project. All equity funds (cash and credit combined - \$498,845 were spent on identified focus areas on building teacher capacity and increasing learning growth for all students linked to AIP goals and targets. The school also received \$5100.00 in Early Years Koorie funding and this was targeted to intervention (Mini Lit) for our Koorie students working below expected level.

Surplus funds have also been allocated to grounds as there are some major works to be undertaken to repair eaves and guttering around the school. Surplus funds have also been allocated to Professional learning, for in-school coaching in writing and mathematics The allocation of the school's surplus has been approved by school council in the first meeting of the year. As a participant of the Sporting Schools program, the school also received \$4200.00 in 2018 in addition to the SRP to employ staff and run the after school program three nights per week. The school Principal, Business Manager and Finance Committee have maintained a strategic focus on successfully utilising all funds to enhance the outcomes for students.

Canadian Lead Primary School (5383)

For more detailed information regarding our school please visit our website at
<https://clps.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 190 students were enrolled at this school in 2018, 79 female and 111 male.

5 percent were EAL (English as an Additional Language) students and 6 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

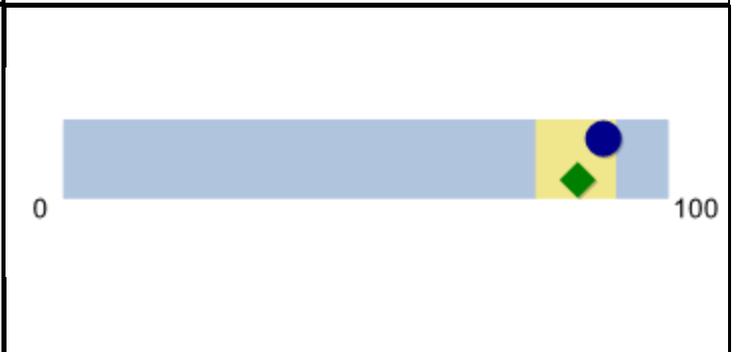
Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



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).

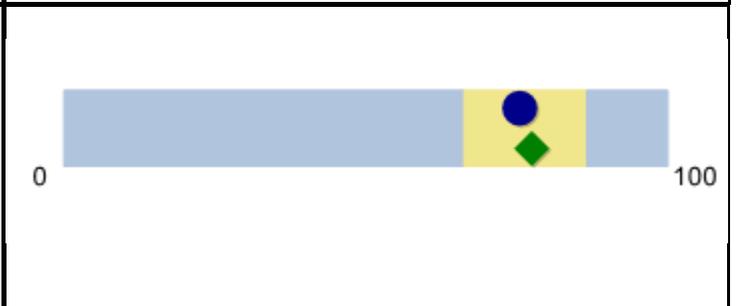
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

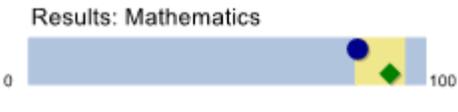
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>48%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>62%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>8%</td> <td>73%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>46%</td> <td>31%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>69%</td> <td>12%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	48%	24%	Numeracy	27%	62%	12%	Writing	8%	73%	19%	Spelling	23%	46%	31%	Grammar and Punctuation	19%	69%	12%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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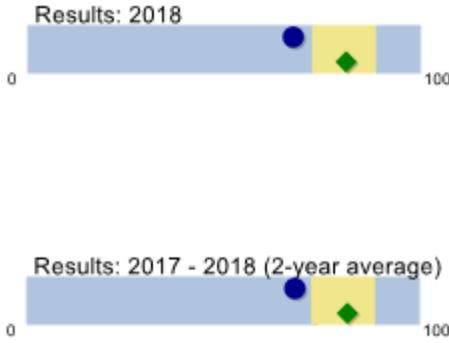
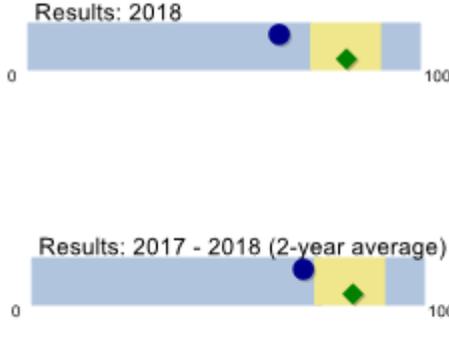
Performance Summary

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="545 913 1032 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>92 %</td> <td>93 %</td> <td>90 %</td> <td>90 %</td> <td>92 %</td> <td>91 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	90 %	90 %	92 %	91 %	89 %	<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										
92 %	93 %	90 %	90 %	92 %	91 %	89 %										

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> Lower</p> <p> Lower</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> Lower</p> <p> Lower</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	\$2,150,715	High Yield Investment Account	\$28,365
Government Provided DET Grants	\$499,446	Official Account	\$22,953
Government Grants Commonwealth	\$7,282	Total Funds Available	\$51,318
Revenue Other	\$39,447		
Locally Raised Funds	\$77,940		
Total Operating Revenue	\$2,774,831		
Equity¹			
Equity (Social Disadvantage)	\$498,845		
Equity Total	\$498,845		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,069,964	Operating Reserve	\$10,000
Books & Publications	\$4,491	Other Recurrent Expenditure	\$26,826
Communication Costs	\$5,211	Provision Accounts	\$3,895
Consumables	\$60,598	School Based Programs	\$12,973
Miscellaneous Expense ³	\$102,345	Total Financial Commitments	\$53,694
Professional Development	\$66,713		
Property and Equipment Services	\$159,093		
Salaries & Allowances ⁴	\$224,680		
Trading & Fundraising	\$26,742		
Utilities	\$30,429		
Total Operating Expenditure	\$2,750,266		
Net Operating Surplus/-Deficit	\$24,565		
Asset Acquisitions	(\$4,000)		

(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 04 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)

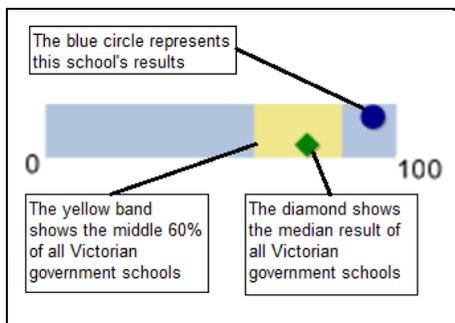
Engagement

- 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).

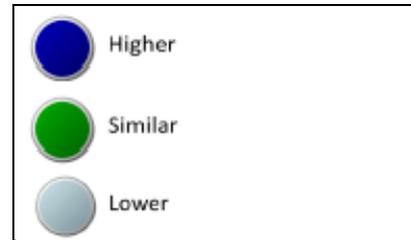


What does *School Comparison* refer to?

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').