

2019 Annual Report to The School Community



School Name: Canterbury Primary School (3572)



- 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 18 March 2020 at 12:01 PM by David Wells (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 20 March 2020 at 11:01 AM by Eve Mitsopoulos (School Council President)

About Our School

School context

Canterbury Primary is a dynamic school, with high levels of student, parent and community engagement and participation. Our vision is for students and teachers to exceed their potential and develop skills and attributes to flourish in our increasingly complex world. Our mission is to create a passionate and connected learning community that inspires, challenges and supports each student through providing engaging and purposeful learning experiences. Our school values, Respect, Responsibility, Integrity and Resilience guide the decisions and behaviours of all members of our school community. The school strives to provide a student-centred learning culture where authentic, relevant learning fosters intrinsic motivation and where partnerships with parents and the broader local and global community are pivotal to enhancing student learning opportunities. The phrase "Our community - our world" encapsulates the belief that our collective actions, attitudes and dispositions impacts the world we live in, both locally and globally. Canterbury Primary School has a highly collaborative team culture with teaching teams in four distinct Learning Centres: Discovery (Prep), Creativity (Years 1&2), Innovation (Years 3&4), Leadership (Years 5&6). Strong learning communities are created within each centre with students and teachers working and learning together. Over the past four years there has been a strong focus on building teacher instructional capacity to reduce the in-school variability of teaching practice. In 2019, the school was in the second year of a partnership with Corwin publishers and educational consultants delivering a suite of professional learning to all staff on the Visible Learning research by Professor John Hattie, an evidence-based school-wide improvement process. This work has been fundamental in ensuring visibility of learning to students, enabling them to understand and monitor their learning progress.

Canterbury Primary School has well-developed, strong approaches to empowering students as partners in their learning through highly activated student voice and agency. As a partner school in the New Pedagogies for Deep Learning global project, the school has developed processes for ensuring learning is relevant, purposeful and contextualized. Students have significant opportunities to co-design learning experiences across the school. There is a consistent process for capturing student input and feedback to inform learning. This process is documented in a school developed info-graphic used by all teachers in planning and developing programs. The student Leadership program is formalised through a student parliament based on the Australian parliamentary system including the House of Representatives (Year 6) and the Senate (Years 4&5). Student leaders (Ministers) introduce and debate bills in the House of Representatives (relating to school improvement) which are then passed onto the Senate for debate before being presented and ratified at School Council where the School Council President provides endorsement. Accountability of student leaders is ensured through Question time in each House of Representatives sitting. Innovative use of digital technologies is evident across the school. Coding, creative problem solving and an embedded 'Maker culture' support high levels of autonomy and choice in learning. The Maker Space and kitchen cooking program enable teachers to provide interest based learning with a strong emphasis on STEM integration. Specialist programs are offered in Visual Arts, Music, Physical Education, Chinese Mandarin and Health. A well-developed partnership with a school in Suzhou, China enhances language learning, enriching and broadening cultural understandings through reciprocal visits.

Canterbury Primary School has experienced a 9% increase in enrolments over the past four years to current enrolment of 657. The Student Family Occupation (SFO) index is 0.1002 and the Student Family Occupation and Education (SFOE) index is 0.0706 indicating a community with a high socio-economic status advantage relative to other Victorian government schools. There has been an increasing percentage of students with a language background other than English over the past four years (19%), most notably from China, who are well supported by a well-resourced and differentiated English as an Additional Language (EAL) program. There are 29 classes with each year level comprising 4 classes except Year 1 which has 5 classes. The school has a staff of 49.7 full-time equivalent (FTE) comprising 2 Principal Class Officers, 3 Learning Specialists, 29 Classroom teachers, 9 Specialist teachers, 6 Learning Support teachers, 5 integration/ teacher aides, 2 Business Managers, 2 Administration staff, 1 Library technician, 1 Food technician, and a Grounds/ maintenance person.

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning - Curriculum planning and assessment; Building Practice Excellence
Key Improvement Strategies - Build, document and implement a guaranteed and viable curriculum based on the

Victorian Curriculum; Develop and refine an agreed CPS research-based classroom curriculum delivery and instructional model in all areas of English, mathematics and Science; Build a consistent whole school approach to the use of data and evidence to track student learning and growth, analyse and inform next level of learning. The development of the Canterbury Primary School Instructional Framework as well as the Student Voice, Agency and Leadership info-graphic ensured a greater consistency across the school in both instructional approaches and student-centred pedagogies. The Professional Learning yearly overview is well planned to provided cohesion and alignment with the Annual Implementation Plan (AIP). Our partnership with Corwin consultants continued into its second year with a focus on professional learning around using feedback that makes learning visible as well as improving learning and assessment rubric design. Understanding of formative assessment improved through professional learning provided by educational consultant Glen Pearsall. Targeted professional learning for all staff in writing (planning, editing and revising) and reading (conferring to set goals) ensured greater consistency in instructional approaches and assessment as well as improved learning outcomes, evident in the strong NAPLAN results for writing, in particular. A peer observation process was developed and implemented with the focus on providing targeted feedback for improvement. High quality professional learning in both maths and science delivered by AIP teams has improved instructional capacity and confidence of teachers. Common assessment tasks were developed, implemented, moderated and shared with parents through the Compass student management system. Weekly data analysis sessions facilitated by Learning Specialists continued to ensure greater rigour in teaching and assessment practices. A well developed and embedded consistent approach to empowering students through enhanced student voice and agency provided students with significant input into their learning through so-design of learning experiences and assessment requirements. This approach ensured greater depth and engagement which has enhanced learning outcomes. Student engagement in contextualised and relevant learning experiences has become more consistent across the school acknowledged in very strong Attitudes to School survey data. Leadership team development and succession planning continued to be a priority. Staff were afforded opportunities to lead teams (AIP, Year level teams) supported through coaching and mentoring as well as appropriate Bastow and Growth Coaching courses. We have supported a large number of schools in the development and implementation of student voice and agency through consultation, providing professional learning and hosting visits.

Positive Climate for Learning - Empowering Students and Building School pride; Setting expectations and promoting inclusion

A well developed student parliament including representatives in Years 4-6 empowered students to have significant input into every aspect of the school. Students prepared presentations for School Council on initiatives they proposed through the formal parliament process. A student leadership program was implemented in Year 5 to develop the leadership capacity of students prior to entering Year 6. Attitudes to School survey results indicate high levels of student voice and agency and a strong sense of connectedness.

Community Engagement in Learning - Building communities; Global Citizenship

Community engagement is a high priority for the school and learning programs are enhanced through community involvement. There is strong and consistently high volunteer support and participation in school events and activities such as working bees. School Council, including sub-committees and the Parents Association continually evaluate school governance practices ensuring the best outcomes achievable for the school. The school is constantly trying to refine the effective communication of learning progress to better equip parents with an understanding of where their children are placed with their learning and how parents can best support them. The school worked with other schools to improve learning design and achievement (FISO group - Deep Learning - Auburn Primary, Camberwell Primary) and transition to secondary school (Camberwell High School).

A Learning Specialist with a role on the Victorian Curriculum capabilities was appointed this in 2019. This Learning Specialist, having completed the Intercultural Champions pilot program, worked with teaching teams on developing intercultural capabilities. The school had a strong focus in 2019 on indigenous education and developed a student-led approach to increasing visibility through the school. Student run assemblies held weekly began with an Acknowledgement of Country that considered the local indigenous culture and environment. A student led initiative saw the development of an indigenous garden in the school grounds. The school hosted the inaugural Global Youth Forum for Primary Schools facilitated by the Asia Education Foundation (AEF). More than 100 students from 26 schools across Victoria participated in the events. The Global Goals Primary Forum was a full-day design sprint for Years 5-6

students, designed to deepen their understanding of local and global issues and develop their global competence. The school continues to build a strong partnership with the AEF.

Achievement

2019 student achievement data continues to demonstrate that our students operate at a high level performing consistently well above the median of all Victorian Government Primary Schools in all measures.

School comparison measures of NAPLAN data indicate our students in Year 3 achieving above schools with similar intake characteristics in both Reading and Numeracy and that our Year 5 students are also achieving above similar schools in Numeracy.

NAPLAN Writing data continues to show consistent improvement with 86% of Year 3 students (up from 72% in 2018) and 59% of Year 5 students (up from 29% in 2018) achieving in the top two bands. Relative growth data for Writing indicates 90% of students are achieving medium or high learning gain from Year 3 (2017) to Year 5 (2019), 48% being high gain. These strong results for writing are attributed to the strong focus on engagement and ensuring writing skills are learnt through genuine purpose, context and audience.

Targeted professional learning for all staff in reading comprehension, spelling, Science and maths has ensured greater consistency in instructional approaches and assessment. The development of an Instructional Framework and Student Voice info-graphic has ensured consistent approaches to teaching and learning across the school. Learning Specialists worked with each Year level teaching team to analyse data and plan interventions, also ensuring greater consistency in practice across the school.

The Professional Learning Plan organised professional learning targeted and aligned to AIP priority directions. AIP teams developed and delivered high quality professional learning in a strategic and sequential way to build instructional capacity. Research and evidence informed all teaching and learning and professional learning was determined by school data needs analysis. Moderation of learning enabled consistency in assessment and teacher judgments as well as identification of next steps in teaching.

Our Visible Learning work with Corwin consultants with a focus on teacher clarity and developing assessment capable learners has improved students understandings of their learning progress enabling them to monitor and track their achievement of learning goals.

In 2020 there will be a strategic focus on embedding the Instructional Framework and lesson planning processes to continue building teacher practice for improved student learning outcomes.

Engagement

Students at Canterbury Primary School are strongly connected to the school, their learning and their peers as indicated by very high results in the 2019 Attitudes to School survey with all measures of the survey in the fourth quartile in positive endorsement relative to all Victorian government schools and higher than schools with similar intake characteristics. Student voice and agency are integral to the planning processes at Canterbury Primary School with a developing consistency in the approaches to co-designing learning. Students acknowledge and value the opportunity to contribute to their learning design as evidenced by strong positive endorsement for Stimulated learning (100%) and student voice and agency (98%) factors, indicating a highly engaged student cohort.

Student Leadership is enhanced through a student parliament where formal student leaders have roles as Ministers with portfolios of responsibility. Parliament ensures strong accountability with student leaders reporting back on their portfolio responsibilities each fortnight sitting. All student action comes under scrutiny from other student members through question time. In 2019 the Student Parliament was expanded to include a Senate (Years 4 and 5) as well as the current House of Representatives (Year 6). Student led initiatives for school improvement were increased and formalised through the introduction of Bills as acts of parliament. Student led school improvement initiatives that came out of parliament included the development of an indigenous garden, the introduction of beanies as part of the school uniform, and the modernisation of drinking facilities in the school. In 2020 the student leadership program will be further expanded to include students from Prep-Year 2.

Student attendance in 2020 was consistent with schools with similar intake characteristics. The average number of absence days was 12. Attitudes to attendance is extremely positive as indicated by 99% positive endorsement in the Attitudes to School survey.

Student absence is impacted significantly by a large number of family holidays during term time. The school will continue to maintain protocols governing student absence due to a high correlation with student outcomes.

Wellbeing

Canterbury Primary School places strong emphasis on student wellbeing and recognises the important role it plays in maximising students' learning experiences and their ability to contribute to the school community. Building relationships and developing a strong sense of community within classes and across the school has ensured greater connectedness among students as indicated by the student Attitudes to School survey with positive endorsement (98%) higher than similar schools for the Sense of Connectedness

In 2019, the school employed a full-time specialist Health teacher who took each class for 45 minutes per week with a strong focus on social/emotional development and Respectful Relationships. The Makerspace kitchen cooking programs had an emphasis on healthy eating and decision making around food. The sequential program built on cooking skills of students. Fresh produce was sourced from the school chickens (eggs) as well as the kitchen garden (when in season and planted). The Physical Education program reinforced healthy lifestyle and regularly partnered with expertise and positive role models in the community to promote healthy living. Brain food and brain breaks, including mindfulness and exercise breaks are widely used across the school to promote and teach students about the importance of self-awareness and self-care. The school employs a First aid attendant who manages students with health issues such as diabetes as well as a strong anaphylaxis management program for 27 students. The Assistant Principal coordinates all allied health services and works closely with teachers on identifying needs and making referrals for specialist service for students with cognitive/social/emotional/ physical needs.

Bullying was identified as an issue by students in the 2019 Attitudes to School survey, however it was also acknowledged that the school deals well with bullying with 97% positive endorsement in the survey. Most issues occur during unsupervised play at lunch and recess breaks. In 2020 a variety of lunchtime clubs and activities will be offered to engage and support students.

Canterbury Primary School has a successful transition program into, through and beyond the school. Our pre-Prep to school program ensures students and parents are well supported and connected when they commence school. This program involves extensive pre-school contact, transition visits and an orientation program for students and parents. In 2019 we worked closely with Camberwell High School, our local government secondary school, on a project to improve the transition from primary to secondary schooling. This included developing a connection between teachers including reciprocal visits enhancing understandings of students needs and backgrounds prior to commencing Year 7. In order to support students enrolling in the school throughout the year, in 2020 there will be a dedicated staff member to work with new arrivals as they transition into the school.

Financial performance and position

In 2019 Canterbury Primary School programs were strongly supported by 'Locally Raised Funds'. 95% of Essential and Optional Education items were received \$267,250.00 along with voluntary contributions of \$48,164.00 and revenue relating to camps, excursions and the China Study tour of \$274,111.00 with associated payments \$267,501.00 forming the majority of Miscellaneous Expenditure.

The Annual Canterbury Art Show & Bi-Annual Fair once again significantly contributed to revenue in Locally Raised Funds \$271,180.00 which was offset by fundraising expenses for both events of \$195,109.00. The funds raised contributed to the installation of shade sails to the Junior Playground.

Property & Equipment Services includes Grounds Maintenance and Building Works. Significant building works included the painting of the Administration and Discovery building, carpeting of the administration offices and the installation of new drinking fountains in the Prep area.

Additional State funding was received for furniture and equipment for the new relocatable classrooms and Commonwealth funding for the Sporting Schools program.

Centrally paid staff savings of 11% contributed to the Net Operating Surplus.

Asset Acquisitions in 2019 was a new telephone system \$22,490.00.

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

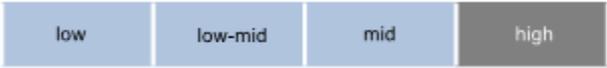
Performance Summary

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.

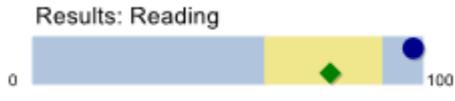
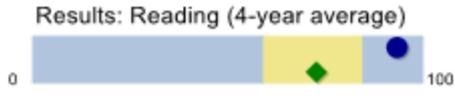
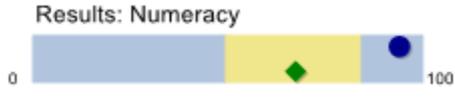
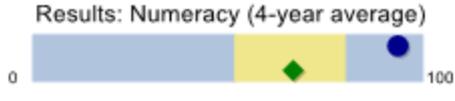
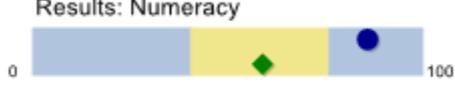
Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 629 students were enrolled at this school in 2019, 307 female and 322 male.</p> <p>19 percent were EAL (English as an Additional Language) students and 0 percent 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>Above ●</p> <p>Above ●</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>Above </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>Similar </p> <p>Above </p>	

Performance Summary

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>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<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> <p>Statewide Distribution of Learning Gain (all domains)</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

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="margin: auto;"> <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>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	94 %	94 %	94 %	93 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	94 %	94 %	94 %	93 %	93 %										

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: ◆ Similar School Comparison: ● Above ● Similar ● Below

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>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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	\$4,824,357	High Yield Investment Account	\$551,935
Government Provided DET Grants	\$406,791	Official Account	\$66,596
Government Grants Commonwealth	\$10,960	Other Accounts	\$26,320
Government Grants State	\$2,563	Total Funds Available	\$644,850
Revenue Other	\$17,939		
Locally Raised Funds	\$1,040,279		
Total Operating Revenue	\$6,302,890		
Equity¹			
Equity (Social Disadvantage)	\$5,405		
Equity Total	\$5,405		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,294,321	Operating Reserve	\$203,217
Books & Publications	\$7,709	Other Recurrent Expenditure	\$5,437
Communication Costs	(\$2,879)	Funds Received in Advance	\$265
Consumables	\$118,131	School Based Programs	\$173,406
Miscellaneous Expense ³	\$571,306	Asset/Equipment Replacement < 12 months	\$152,022
Professional Development	\$57,501	Asset/Equipment Replacement > 12 months	\$25,000
Property and Equipment Services	\$266,443	Maintenance - Buildings/Grounds > 12 months	\$84,902
Salaries & Allowances ⁴	\$57,273	Total Financial Commitments	\$644,249
Trading & Fundraising	\$280,957		
Travel & Subsistence	\$4,193		
Utilities	\$36,827		
Total Operating Expenditure	\$5,691,782		
Net Operating Surplus/-Deficit	\$611,107		
Asset Acquisitions	\$22,490		

(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)

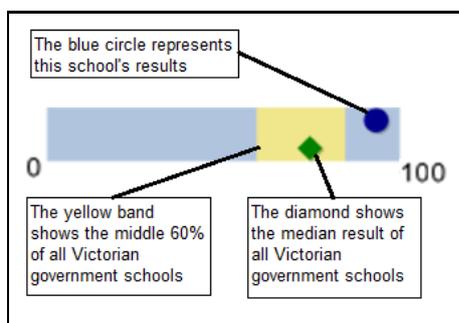
Engagement

- 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').