

2019 Annual Report to The School Community



School Name: Portarlington Primary School (2455)



- 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 June 24th, 2020 by Lesley Allbutt (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 July 14th, 2020 by Tony Madigan (School Council President)

About Our School

School context

Our Vision: Portarlington Primary School is a school community empowering lifelong learners to achieve and make a difference in a rapidly changing world.

Our Purpose: Empowering learners to achieve and make a difference now and in the future.

Our Values: At Portarlington Primary School, we are all Learners and we are all Respectful, Responsible, Kind & Safe.

Portarlington Primary School is a coastal community school with an enrolment of 241 students (2019). Guided by our school values there is a very positive tone in our school and a clear focus on purposeful teaching and the expectation that every student is engaged in their own learning. In 2019, we commenced our second year in the main building of our 6 million dollar learning facilities. The heritage building and the portables were available for use by mid-term 2. The grassed areas required significant work and were not able to be accessed throughout 2019.

In 2019, the school had 24.3 equivalent full time staff, 2 principal class officers, 14.2 teachers and 7.1 education support staff. A full time maths learning specialist supported teaching teams from Term 3. Coaching and consultancy experts worked with staff to develop their skills and knowledge in writing and mathematics. Coaching was also in place for the 7 members of the school leadership team in a variety of areas including the Professional Learning Community Framework, Literacy and Numeracy Leadership, Respectful Relationships and Balanced Leadership.

There is a strong emphasis on academic learning and the early acquisition of literacy and numeracy skills using the Early Years Literacy and Numeracy framework. Student teacher ratios were kept to between 14 and 25 students at every year level to ensure that intervention strategies were implemented for all students requiring additional assistance in literacy and numeracy. The school programs maximise the potential of all students. Student assessment and data collection form the basis of teacher planning.

School classrooms are well resourced with student access to laptops and mobile devices such as iPads and Apple Air TVs. There are specialist teachers in the visual arts, Indonesian language and physical education. Our school hosts a before and after school program as well as a providing myriad of learning activities, student celebrations and community connection activities.

There is a strong partnership between staff and parents with high parent and volunteer participation rates in our classrooms, school council, excursions, sport, parent action teams, fundraising and student conferences. The school culture involves a strong focus on success and the positive actions of everyone.

Framework for Improving Student Outcomes (FISO)

Throughout 2019, Portarlington Primary continued to focus on 3 FISO areas as part of the second year of our School Strategic Plan 2018-2021.

1. Excellence in Teaching and Learning - (Curriculum Planning and Assessment)

We worked to increase teacher capacity by developing teacher content knowledge and skills to ensure consistency of the practice delivered in a small school context. Staff worked to format the Victorian Curriculum in Literacy and Numeracy into essential developmental learning statements (known as 'I can' statements). The 'I can' statements are structured/sequenced in developmental levels that align with the Victorian Curriculum. The developmental sequence underpins the instructional planning and assessment across the school and in 2020 will be used to plan for individual student learning goals and tracking student achievement.

In 2018, we closely reviewed the PLC Collaborative Framework for consistency and effectiveness and adapted our practice to reflect our improvements and the model was strengthened so that teacher practice could have a more efficient and direct impact on what occurs in classrooms. Building on 2018, throughout 2019, our collaborative teams were also responsible for delivering an engaging curriculum using an inquiry approach which focusses on real-world authentic learning. Some activities included the students becoming curators of a museum, participating in animation sessions with a cartoonist to explore the notion of a growth mindset, writing for real purposes and real audiences and performing in the community.

We continued to engage parents and the children in learning through the development of the learning tasks on the Compass Portal. The children were able to use these as basis for learning discussions with their parents in the 3-Way student led conferences in term 3. We also offered a classroom helpers literacy program for parents and volunteers. Graduates of this program then implemented their newly developed literacy skills in the classrooms to support our students.

Two staff completed the Literacy Data and Assessment program and focussed on assessment in reading and commenced trialling the Reader's Notebook Approach. The teachers in the Senior Learning Community were involved in the Barwon Area Reading Growth Project which was implemented with the Year 5 students. The staff developed our new Writing Cycle and introduced the Writer's Notebook as an approach to support our children to generate their ideas from which they can create a piece of writing to persuade, inform or entertain an audience. The emphasis on vocabulary construction and spelling that was introduced in 2017 and 2018 was incorporated into the Writing Cycle and was further consolidated across all year levels. Coaching in writing instruction (with a focus on authorial devices to improve writing through the use of Mentor Texts) occurred at every year level.

2. Professional Leadership - (Instructional and Shared Leadership)

Over the past two years we have more closely aligned our leadership structure to the school priorities. In 2019, our enrolment increased therefore it has been important to strengthen the leadership capacity within our school to support the development of an effective culture of improvement. The school Leadership Team, the Professional Learning Community (PLC) Teams and the School

Improvement Teams implement the proven strategies for improving student learning and wellbeing outcomes such as the High Impact Teaching Strategies (HITS). Year level teams and vertically structured school improvement teams work collaboratively to ensure consistency across the school with regard to curriculum, instruction and assessment.

In 2019 Professional Learning Community Leaders (PLC) were required to oversee, monitor and evaluate our Annual Implementation Plan at the student cohort level. The School Improvement teams monitored, tracked and evaluated the whole school agreed processes such as the development of the “I can” statements in literacy and numeracy and the Respectful Relationships framework. The leaders were involved in targeted professional training and development (such as Balanced Leadership, Leading Mathematics, the Literacy and Data Assessment Practice program) and PLC update sessions to further develop their leadership skills.

Additional strategies to support improved student learning included the implementation of the Peer Observation process where teachers are able to observe each other and be observed by others to give and receive feedback to improve their teaching practice.

In 2020, Curriculum Planning, Instruction and Assessment is an ongoing focus as we start to implement the developmental sequence with staff and students. This will be extended to parents to report student achievement in 2021.

3. Positive Climate for Learning – (Health and Wellbeing)

Throughout 2019, during the second year in our new main building, we continued to embed the School Wide Positive Behaviour Support (SWPBS) framework that aligns all of our school routines with our values. The Engagement and Wellbeing School Improvement Team continued to review our documentation in order to ensure that our approach is consistent across the school. We sought regional expertise in this area to provide us with feedback and developed an action plan to improve our implementation fidelity. For 2020, we will review the achievements from 2019 such as behavioural expectations, documentation that emphasises proactive approaches and data collection that allows us to identify areas of need. Priorities for 2020 include strengthening classroom procedures and also student voice with regard to implementing all core school-wide expectations.

As part of the Rights, Responsibilities and Respectful Relationships (RRRR) ethos, staff were provided with professional learning in the area of Restorative Justice as an approach to dealing with conflict and problem solving. We commenced implementation in Term 4 and in 2020 we are further embedding practices such as restorative circles and restorative conversations with students. In 2019 we were a partner school and linked up with lead schools to improve our practice. For 2020, we were selected to be a lead school. We will be prioritising, the alignment of the RRRR and SWPBS frameworks and strengthening the consistency of implementation throughout the school.

Since 2017, our staff have been researching the importance of student voice and agency in improving learning. It has been clear that we do have student voice and agency apparent but that it could not be clearly articulated by staff or students. Throughout 2018 and 2019, staff worked to clarify their understandings with each other. The students, school council and parents were also provided with opportunities to inform our work in this area. Certain learner dispositions must be in place for all learners to be able to be empowered and actively participate in the learning process at school.

In 2019, with a focus on “being the best learner I can be”, we established the learner assets (dispositions) for our school and further developed a deeper understanding of the Growth Mindset (Dweck) and The Learning Pit (Nottingham). Our approach to learning was consolidated and although some of the best practice strategies were in place in some areas of the school, many students could not articulate them and how they can help to improve their own learning. In 2020, we will be explicitly teaching the learner assets and the learning mindsets to students. Other areas of learning for students will include a focus on social and emotional learning specifically timetabled (including decision making, conflict management, problem solving and self-regulating behaviour).

Achievement

Portarlington Primary School provides a strong academic program for its students particularly in literacy and numeracy. The school is proud of its overall results in all subject areas. This is the result of dedicating blocks of time to teaching core subjects, supporting students with explicit teaching and improving teacher capacity through coaching and team analysis of individual student learning outcomes.

The percentage of students from Foundation to Year 6 working ‘at or above’ age expected standards based on Teacher Judgement in English and Mathematics is above the similar school comparison due to improved instruction in these areas.

All students are supported to participate in the NAPLAN testing including all of our students who qualify for the program for students with disabilities. NAPLAN Reading and Maths at Year 3 are higher than similar schools whilst NAPLAN results at the Year 3 level continue to be similar to other like schools. In Year 3 writing in 2019, no students scored below the minimum standard which was a very notable achievement and a reflection of our school focus on literacy for the past three years.

In NAPLAN for Year 5, our school is reading above the similar school comparison whilst we are similar to like schools in the numeracy. Numeracy at the Year 5 level requires improvement in both learning achievement and learning growth (relative gain) and as a result, teacher professional learning in this area will be scaled up for 2020 to include a focus by the learning specialist in Years 3, 4, 5 and 6. Our educational consultant will be coaching in numeracy across the school as well as providing after school professional development episodes. This strategy will support us to address the consistency of teaching and learning in numeracy. Professional learning will also focus on the use of student data to differentiate the instructional program and challenge and extend all students.

NAPLAN Learning Gain at Year 5: The improvement in the percentages of students in the ‘medium to high learning growth category have increased from 2018 to 2019 in writing whereas reading and grammar/punctuation have remained relatively the same. For 2020, numeracy remains a key focus for the Annual Implementation Plan.

Engagement

Attendance is an area that had continued to be a focus for 2019 as we know that students who have higher attendance rates improve their learning and wellbeing. The average number of days of absence per student in 2019 was 19.65 days (Foundation to Year 6 students). Overall student absence is below to like schools.

Notably, our students have an excellent attitude to attendance (94%) scoring above the state percentage (89%). The social engagement of students at Portarlington Primary (measured by the Attitudes to School Survey) shows that their sense of connectedness (83%) and sense of inclusion (92%) is higher than the state percentages at 81% and 89% respectively.

Strong relationships are developed with families. Where attendance can be a challenge, parents/caregivers meet with staff so that the needs of the child and a support plan can be developed to ensure that learning progresses. Our parent satisfaction with our school (87%) is similar to the median of all Victorian government primary schools (88%) and a critical component of this is the strength of our school-home partnerships. 'Unauthorised' parent choice increased from 2018 to 2019.

Our Engagement/Wellbeing Officer is overseeing the strategies to connect with families whose children have high absences. This role has supported teachers in gathering data on absences and contacting students and their families regularly. An emphasis on "Everyday Counts" and lifting the profile of student attendance at assemblies, in newsletters and through contact with parents has been strengthened with Student Support group meetings implemented to support students with high levels of absence.

We continued to educate our school community on the importance of attending school to improve student learning outcomes. There continues to be an increased tendency for some families to holiday during term time. Chronic illness resulted in extended absences where hospitalisation was required (illness and medical explanations).

Wellbeing

Our school culture guides the development and maintenance of our safe and secure school environment. Results in this area have continued to strengthen. Our students are involved in activities that promote wellbeing such as student mentoring, buddy support programs, and multi-age celebrations which create a positive environment for students to achieve success.

The student Attitudes to School Survey highlighted that 94% of our year 4, 5 and 6 students expressed high expectations for success. Wellbeing is also enhanced through setting learning goals, community service and taking on positions of responsibility & leadership. Student strengths are enhanced through participation in music and drama, sport, public speaking, and a wide variety of extra-curricular sport and leisure activities. Consistent codes of conduct, restorative practices and logical consequences are reflected in the calm tone across the school.

Portarlington Primary reflected the state wide trend for all Victorian government schools in their response to bullying. Our school data in this area has shown a positive trend in the past three years which is a reflection of the implementation of the Respectful Relationships framework and other

wellbeing initiatives such as 'Project Rock-it'. Further work with our students showed that there is not a consistent understanding of what bullying is.

For 2020, we will seek to have increased input from students to inform our school improvement agenda in this area. Students will have the increased opportunities to develop a clear and consistent understanding of what bullying is, how it is managed if it occurs and what support systems are in place for all students.

Financial performance and position

Portarlington Primary is in a sound financial position due to prudent financial management and fundraising. The student supplies contribution has been kept extremely low.

The school explored other fundraising avenues in 2019 such as the Colour Run which was our major fundraiser for the year. The Department of Education and the local Bendigo Bank subsidised the kitchen garden program. The Bendigo Bank also sponsors the Fresh Fruit Thursday program. The school's community partners (including the Bendigo Bank, the Mussel Festival, the Portarlington Golf Club, the Lions Club and other church and community groups) continued to provide financial and resource support to the school's student welfare program and various events throughout the year. The Sporting School's fund also provided for additional extra-curricular activities for our students such as golf and basketball clinics.

All moneys held at the school are committed to programs through a thorough program budgeting format and is allocated to classrooms in the form of extra teacher assistance for students needing additional support (by ensuring smaller class sizes) and the purchasing of essential materials for student learning.

The School Council President, Treasurer, Principal and the Business Manager monitor the financial management of the school through monthly sub-committee meetings and they report directly to the school council twice each term.

For more detailed information regarding our school please visit our website at
<http://www.portps.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.

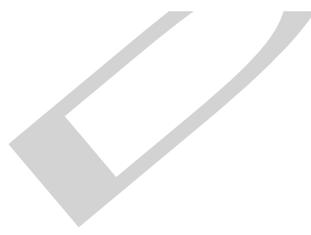
Members of the community can contact the school for an accessible version of these data tables if required.

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

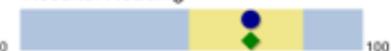
| School Profile | |
|---|--|
| <p>Enrolment Profile</p> <p>A total of 241 students were enrolled at this school in 2019, 109 female and 132 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p> | |
| <p>Overall 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>Results: English</p>  <p>Results: Mathematics</p>  | <p>Above </p> <p>Above </p> |



Performance Summary

| 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 - 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>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>Above </p> <p>Similar </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>26% Low, 55% Medium, 19% High</p> <p>Numeracy</p> <p>48% Low, 45% Medium, 6% High</p> <p>Writing</p> <p>26% Low, 48% Medium, 26% High</p> <p>Spelling</p> <p>44% Low, 38% Medium, 19% High</p> <p>Grammar and Punctuation</p> <p>28% Low, 63% Medium, 9% High</p> | <p>There are no Similar School Comparisons for Learning Gain. The state-wide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>State-wide Distribution of Learning Gain (all domains)</p> <p>25% Low, 50% Medium, 25% High</p> |

Performance Summary

| 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>Below</p> | | | | | | | | | | | | | | |
| <p>Average 2019 attendance rate by year level:</p> | <table border="1"> <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>90 %</td> <td>91 %</td> <td>90 %</td> <td>92 %</td> <td>91 %</td> <td>90 %</td> <td>85 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 90 % | 91 % | 90 % | 92 % | 91 % | 90 % | 85 % | <p>Similar school comparison not available</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 90 % | 91 % | 90 % | 92 % | 91 % | 90 % | 85 % | | | | | | | | | | |

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 | |
| 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>Below </p> | |



Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2019 | | Financial Position as at 31 December, 2019 | |
|---|--------------------|--|------------------|
| Revenue | Actual | Funds Available | Actual |
| Student Resource Package | \$2,137,819 | High Yield Investment Account | \$49,646 |
| Government Provided DET Grants | \$328,919 | Official Account | \$9,210 |
| Government Grants Commonwealth | \$7,250 | Total Funds Available | \$58,856 |
| Revenue Other | \$4,495 | | |
| Locally Raised Funds | \$140,224 | | |
| Total Operating Revenue | \$2,618,707 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$108,961 | | |
| Equity Total | \$108,961 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$2,131,749 | Operating Reserve | \$58,856 |
| Books & Publications | \$808 | Other Recurrent Expenditure | \$9,649 |
| Communication Costs | \$4,112 | Funds Received in Advance | \$26,055 |
| Consumables | \$80,547 | School Based Programs | \$18,760 |
| Miscellaneous Expense ³ | \$155,860 | Capital - Buildings/Grounds < 12 months | \$9,125 |
| Professional Development | \$22,962 | Total Financial Commitments | \$122,445 |
| Property and Equipment Services | \$184,517 | | |
| Salaries & Allowances ⁴ | \$85,528 | | |
| Trading & Fundraising | \$17,570 | | |
| Utilities | \$21,892 | | |
| Adjustments | (\$48) | | |
| Total Operating Expenditure | \$2,705,496 | | |
| Net Operating Surplus/-Deficit | (\$86,789) | | |
| Asset Acquisitions | \$15,250 | | |

(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 28 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)

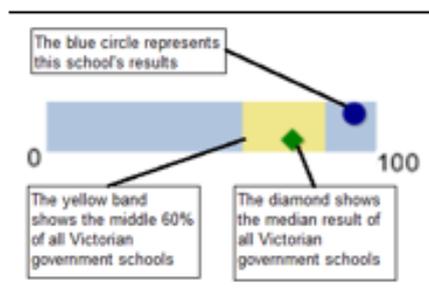
Engagement

- 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).

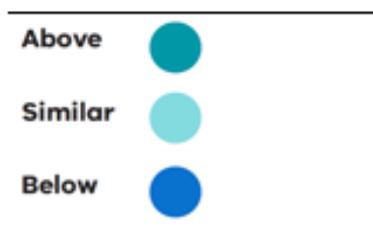


What does *School Comparison* refer to?

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').