

2018 Annual Report to The School Community



School Name: Churchill North Primary School (5117)



- 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 12 March 2019 at 12:16 PM by Debbie Edwards
(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 30 March 2019 at 11:29 AM by Tim Fowler (School
Council President)

About Our School

School context

Churchill North Primary School is located in the township of Churchill in the Latrobe Valley, 13km south of Morwell, at the base of the Strezlecki Ranges – a comfortable two-hour drive from Melbourne. Close by is Federation University Gippsland Campus and Kurnai Secondary College incorporating the innovative GEP (Gippsland Education Precinct) campus – Churchill Campus.

Our school was established in 1976 and consists of 5 individual units; with 4 classes in each unit. All buildings can be modified for open-plan learning, all have a separate administration core. Each open plan module has two toilet blocks, two wet areas and two withdrawal rooms. In 2012 our BER project was completed and as a result the school boasts a fabulous community building housing a classroom & breakfast club. In 2018 a school funded building was completed, this houses before & after school care and playgroup. Our school is very well resourced with a multi-purpose room, an art room, well equipped automated library, a math's/science/technology centre and computer centre. All classes are equipped with 4 computers, students in grades 4, 5 & 6 have personal lap tops and junior students have access to ipads for educational purposes. The internal and external buildings and grounds are well maintained with staff and students having great pride and ownership in their school.

In 2018, Churchill North PS had a population of 177; the spread of males and female students was in proportion. The school has a teaching staff of 14; 8 full time teaching staff, 2 specialist staff, 2 intervention teachers, 17 Education Support, an Assistant Principal & Principal.

Churchill North PS enjoys friendly, positive relationships with its families and is highly regarded in the community of Churchill.

Our school values a safe, caring and supportive environment. Students were active in developing our agreed values of: - trust, courage, patience, team work, co-operation, respect, listening & responsibility.

Programs and activities that have directly contributed to this include:

- Recognition of student achievement through termly Learning Power and Academic growth Awards
- Individual learning Plans in Numeracy and Reading for students 6 months behind DET targets.
- Intervention & Extension in Reading & Numeracy
- Lunch Time Links program that provides sporting and leadership opportunities for students
- TAGS – Student engagement program
- Sports & Health program
- Language Program – support for expressive & articulation
- Student leadership program
- Active Junior School Council
- Breakfast Club
- Regular whole school activity days
- Annual whole school concert
- Swimming
- Bike education
- Positive student welfare and family engagement program
- Daily Before & After School Child Care Program & Playgroup which operates Wed & Fri

A comprehensive curriculum is provided in all domains; with specialist classes in ICT, Art, Sport & Mandarin. The Sound Way program is a supportive tool in assisting students achieve greater outcomes in reading, writing & spelling.

We pride ourselves on providing relevant learning programs; setting attainable goals; considering the individual needs and differences of students; promoting excellence and building the self-esteem of all students. We believe that learning can be fostered in a socially supportive environment, which is positive, caring, happy, friendly and stimulating.

The school is committed to the continual improvement and monitoring of student progress. It recognizes its accountability to parents, in particular feedback regarding student progress. Each term interim progress reports are sent home to families which reference the students 'Learning Power' (LPA) and 'Academic Growth' (AGA). An initial interview is established in Term 1 to support the relationships between home and school and clarify class & parental expectations. Comprehensive reports as per DET policy are sent home in Terms 2 & 4.

The school supports the belief that every child can and will learn, and that to nurture a child to their full potential involves the commitment of the whole school community. We believe strongly in the sense of family; family means nobody gets left behind or forgotten.

Our school's vision is
High quality instruction and learning for EVERY child.

Framework for Improving Student Outcomes (FISO)

Curriculum Planning and Assessment

A key improvement strategy of the school strategic plan and 2018 AIP identified the need to strengthen the capacity of staff to identify and plan for high quality tasks and monitor and assess student learning through the use of highly effective Professional Learning Teams. Numeracy & Reading Instructional leaders were appointed to both the junior and senior teams and leaders were provided with clear and explicit roles and responsibilities. The leadership team supported and guided instructional leaders in achieving school based targets and implemented a whole school data tracking system.

Building practice excellence

A review of the PLC matrix indicated that we are currently working at evolving and moving towards embedding 'Professional Learning Communities' through a culture of Collaboration for Improvement'; this is evidenced in the leadership of Instructional leaders and the current success of both the junior and senior PLTS in Numeracy & Reading. Staff opinion data has shown increased teacher knowledge and confidence in engaging in professional conversations about student learning and teaching practice.

Empowering students and building school pride

Our key focus within the school strategic plan was to create and embed opportunities to promote student voice and involve students as active participants in their education; improve student engagement and motivation in their learning through formalising opportunities and processes for students to take responsibility and contribute to their own learning and facilitate opportunities for student voice to establish consistency in teaching and learning across the school. In 2018 the PIVOT survey was embedded into the school organisation and data used to guide teacher practice.

Workforce composition – Principal, Assistant Principal, 4 Instructional leaders, 8 class teachers, 2 specialist teachers, 2 intervention teachers & 17 education support staff.

Measures to address non-attendance – Families are contacted daily in regards to non-attendance, students and families receive welfare support and are referred to agencies if required. Whole school attendance data tracking exists.

Highlights:

A whole school approach for Literacy Intervention was embedded in 2018.

A Whole School ILP Process and Procedure was created and will be embed in 2019.

All children deemed at risk in Reading & Numeracy have an ILP.

At risk is defined as - Foundation – 6 months behind & Grade 1 – 6 – 1 year behind Vic Curriculum

A whole school data tracking model for leadership with clear procedures and protocols was created and actioned Leadership track progress of CATS for 3 levelled children, teacher planners are reviewed to identify intervention / extension.

A Reading Data wall was regularly referenced during PLT's and incorporated into PLT cycle.

Coaching and reflection and PLT agenda includes a strong reference to HITS.

Instructional leaders participated within Leading Literacy PD.

The Reading PLT cycle was reviewed and updated to have a greater focus on intervention.

All staff plan use the agreed – Guided Reading and Assessment template.

PIVOT survey was administered 3 times annually across F - 6.

Feedback was used to guide teacher planning

The school boasts a very active JSC, School Captain and House Captains

Increase in families attending ILP conference
 There was an increase in families attending 'show & shine' activity afternoons.
 Termly awards in LPA & AGA promoted academic effort and achievement.

Improvements to Staff Opinion Survey (Prin/Teachers) relating to:
 Renewal of knowledge and skills Actual achievement 92.9%
 Use pedagogical model Actual achievement 80%
 Use data for curriculum planning Actual achievement 100%
 Monitor effectiveness of using data Actual achievement 100%
 Moderate assessment tasks together %Actual achievement 100%
 Understand how to analyse data Actual achievement 85%

Improvements to the Parent Opinion Survey relating to:
 Student motivation and support Actual achievement 78%
 Improvements to the Parent Opinion Survey relating to:
 High expectation for success Actual achievement 96%
 Stimulating learning environment %Actual achievement 86%
 Effective teaching Actual achievement 80%

The Attitudes to School Survey relating to;
 Stimulated learning Actual achievement 95%
 Improvements to the overall rating for Attitudes to School survey within:
 Effective teaching time Actual achievement 96%
 Differentiated learning challenge Actual achievement 95%

Achievement

The 2018 student outcomes for teacher judgement is lower in comparison to like schools in English and Mathematics; however, the 2018 NAPLAN achievement of Year 3 & Year 5 students in Reading and Numeracy is similar when compared to like schools. An analysis of the percentage of students in the top three bands for Year 3 & 5 Reading & Numeracy indicates that we have made similar growth in comparison to like schools. The learning gain of students as represented by NAPLAN data which tracks individual results of students from Years 3 to 5; indicates that 81% of students have achieved medium to high growth in reading; 85% of students have achieved medium to high growth in Numeracy, 86% of students have achieved medium to high growth in Writing. 81% of students have achieved medium to high growth in Spelling and 72% of students have achieved medium to high growth in Grammar and Punctuation. As a result of this data the school will continue its focus on improvements in the following - Numeracy and Reading.

The following was implemented in 2018, to support student achievement and teacher development:
 Professional learning specifically targeted to Numeracy and Reading.
 Building of teacher knowledge in Guided Reading and the development of a consistent whole school approach to Guided Reading.
 Clear procedures for Numeracy PLT and Reading PLT, as per PLT cycle documents.
 Clear procedures for collecting and analysing (pre-post) data in Numeracy & Reading.
 Increased discussion within PLT's around the critical questions with emphasis on Q5 What do I need to know in order to progress my students & Q6 What teacher practice will I change to be more effective?
 PLT coaching is embedded with a focus on data, research and accountability.
 As a result of coaching, both junior and senior Numeracy teams develop a theory of action and work towards achieving the identified goals prior to the next coaching session.
 Fortnightly time release provided to Instructional Leaders with an additional planning day to establish a clear focus for each term.
 Instructional leaders attended leading Literacy professional developed
 Coaching for Reading Instructional Leaders to expand capacity in leading others and planning for Reading PLT's.
 All staff were scheduled for coaching at least twice a term with their focus for coaching being specific to their

development and relating to the 9 strategies for highly effective teaching document.
 The PIVOT survey (3-6) and school based survey (P-2) was administered and data analysed as an individual and as a team with strengths / weaknesses being identified and future action highlighted.
 Whole school Reading survey was developed and administered to determine student perception of Reading within individual classes.
 ILP's continued to be developed to support students at risk in Reading & Numeracy.
 Planning days scheduled each term, with a pre planning meeting prior to review roles and responsibilities and data sets
 Each term the meeting schedule has a priority to embed PLT's – Numeracy, Reading. Staff are briefed on administrative procedures via a bulletin.

Engagement

At Churchill North Primary School we are committed to supporting the engagement and wellbeing of all children and their families. We encourage a strong sense of community and school values; students are supported in their endeavours in becoming independent, resilient and resourceful young citizens.
 The school has noted continued improvements within the wellbeing of all Year 4, 5 & 6 students as represented within the attitudes to school survey. Results for 'Connectedness to School' and 'Management of Bullying' are higher (which is positive) than all Vic Gov. primary schools for 2018. The school will continue to monitor all aspects of student feedback and has an increased focus of gaining student feedback in relation to teaching and learning via targeted feedback from School Captains, JSC and House Captains.
 Staff are committed to participating within high level professional development to support their instructional practice and ultimately engage students. The school has a strong coaching and reflection model which uses the Churchill North Primary School Explicit Instructional Model, planning templates and HITS as a reference for school improvement.
 Great emphasis is placed on student leadership and student voice; annually students in Years 5 & 6 participate within a school based leadership program; students in Prep - 6 contribute to an active JSC and are encouraged to be leaders within the community.
 During recess and lunch times students are provided with opportunities to participate in lunch time sport, craft and reading programs. Strong links are formed between the child's class teacher and families. All families are encouraged to be involved within the class and extra curricula activities. We have a dedicated community building which houses - breakfast club. In 2018 a school funded building was completed, this houses playgroup, before and after school care and community events. The school will continue to provide this community service.
 An analysis of the school's Parent Opinion Survey indicates that the 2018 results for general satisfaction is at 83%. Of the 40 surveys distributed, 23 surveys were returned. In general parents are more than satisfied with what the school is able to offer and appreciative of the support rated at 87%, communication 89%, stimulating learning environment 86%, student agency and voice 81% and confidence and resiliency skills 98%.
 Our student attendance data for 2018 and our 4 year average indicates that we have less absences than expected in comparison to similar schools. Our school implements a variety of strategies to support families and students in regular attendance. We have and will remain highly conscious & diligent of attendance issues. Attendance records are tracked by our welfare officer and families are contacted daily to determine the level of support required. Our leadership team tracks monthly attendance and this is reported to school council and within the newsletter. Our welfare team, works collectively in supporting families, in attendance, connectedness, resilience and linking to outside agencies. Across year levels the attendance levels are similar.

Wellbeing

At Churchill Nth PS all staff genuinely care about the wellbeing and welfare of all students and families. Support provided is the collective responsibility of all and one which we take great pride in. The relatively small size of our school assists in providing a safe and friendly learning environment, where the strengths and weaknesses of individual students are known and taken into account in designing school programs.
 An exceptional transition program is offered to students from kinder to primary school, from grade to grade and

from primary to secondary school; this judgement is validated with the smooth start to school for all students. Pre- School students have several transition days scheduled to support them in becoming confident students who are clear of new routines, procedures and ready for learning. Staff attend weekly visits to the kinder and support meetings in an effort to determine the individual needs of students prior to students commencing school. Support is provided to students & families in order that this very significant time of a child's life is successful. The school aims to support the transition of students between grade levels, via multi-age days, buddy grades and a whole school orientation program. This is incorporated into our term 4 planning, where students have several opportunities to work at the next grade level under the instruction of the proposed grade teacher. Strong partnerships have been developed between local organisations to support the well-being and engagement of students and their families; this includes the links which have been established with the local secondary school; to ensure strong communication and connections. Grade 6 students participate in an intensive head start orientation program and if required attend additional transition days. Staff attend regular secondary transition meetings with the local secondary school in an effort to ensure a smooth and successful transition for students. Grade 6 students conclude the year with a graduation. This is in celebration of their educational success and emphasises their personal growth. The wellbeing of students and families at CNPS is supported by the schools welfare team which assists in improving student's attendance, social and emotional wellbeing; students are nominated to participate within the TAGS program, a small weekly group session to target the individual needs of students. Fortnightly student support group meetings are held to support staff in collectively addressing the needs of all students within the school community.

Financial performance and position

- Why the annual result was a surplus or deficit
A previous surplus was held by the school, this saw the completion of a school funded after school care and playgroup building.
- Extraordinary revenue or expenditure items
Planned expenditure:
Furniture and Equipment (the school has updated resources, furniture & ICT to support high quality teaching of Reading & Numeracy)
Additional intervention & extension was provided to students in Reading & Numeracy.
- Sources of funding the school received; for example, equity funding, special grants or fundraising initiatives
Sources of funding – Equity, Low SES, fundraising and grants.
- Additional State/Commonwealth funding the school received beyond the SRP, the purpose of the funding and its link to improvements in teaching and learning.
No additional funding received.




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

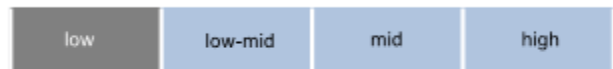
Enrolment Profile

A total of 169 students were enrolled at this school in 2018, 83 female and 86 male.

3 percent were EAL (English as an Additional Language) students and 4 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>○ Lower</p> <p>○ Lower</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> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





Performance Summary

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




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td>57%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>60%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>62%</td> <td>24%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>38%</td> <td>43%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>29%</td> <td>43%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	19%	57%	24%	Numeracy	15%	60%	25%	Writing	14%	62%	24%	Spelling	19%	38%	43%	Grammar and Punctuation	29%	29%	43%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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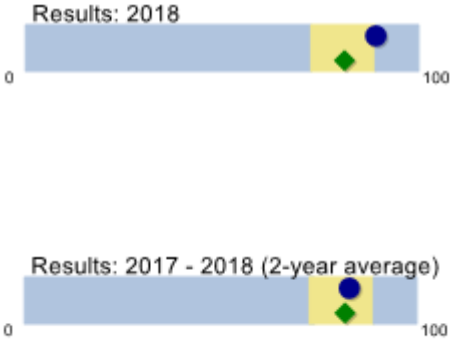


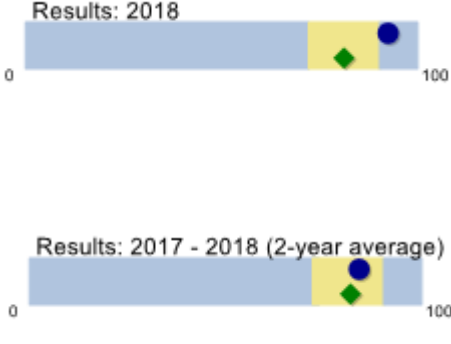


Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 909 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	93 %	94 %	94 %	92 %	92 %	92 %	<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> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	93 %	94 %	94 %	92 %	92 %	92 %										

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> Higher</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p> Higher</p> <p> Similar</p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,268,565	High Yield Investment Account	\$4,148
Government Provided DET Grants	\$399,147	Official Account	\$13,465
Government Grants Commonwealth	\$22,931	Other Accounts	\$36,655
Revenue Other	\$17,091	Total Funds Available	\$54,268
Locally Raised Funds	\$124,785		
Total Operating Revenue	\$2,832,518		
Equity¹			
Equity (Social Disadvantage)	\$417,932		
Equity Total	\$417,932		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,869,638	Operating Reserve	\$54,268
Books & Publications	\$8,982	Other Recurrent Expenditure	(\$9)
Communication Costs	\$3,023	Total Financial Commitments	\$54,259
Consumables	\$58,518		
Miscellaneous Expense ³	\$252,351		
Professional Development	\$7,963		
Property and Equipment Services	\$300,335		
Salaries & Allowances ⁴	\$137,030		
Trading & Fundraising	\$32,651		
Utilities	\$27,679		
Total Operating Expenditure	\$2,698,171		
Net Operating Surplus/-Deficit	\$134,347		
Asset Acquisitions	\$103,977		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

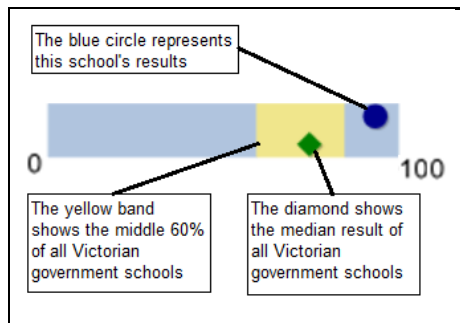
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

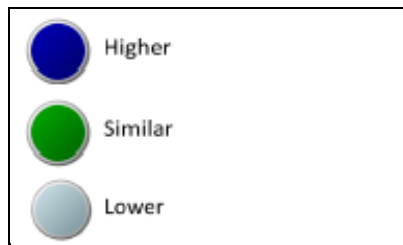


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does 'Data not available' or 'ND' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').