

2018 Annual Report to The School Community



School Name: Toorak Primary School (3016)



- 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 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 04 April 2019 at 04:37 PM by Julie Manallack
(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 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 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 04 April 2019 at 06:44 PM by Nicholas Wade
(School Council President)

About Our School

School context

Toorak Primary School, established in 1890, is located in a quiet residential area in the city of Stonnington. Attractive and well-maintained grounds complement the buildings which are adjacent to Brookville Gardens. The school utilises this magnificent parkland as a social, recreational and learning facility. Over the years, the buildings and grounds at Toorak Primary School have been fully refurbished to provide an attractive, functional learning environment for all students. Our outstanding facilities have continued to improve with a fourth double storey building constructed recently to accommodate increasing student enrolments.

Single levels operate across the school from foundation through to Year Six where possible. The school draws on highly acclaimed paraprofessionals from the local community to support teaching and learning and encourages parent and carer participation in school activities. Staffing profile is varied in terms of both gender and teaching experience with 39.00 equivalent full time staff including 2 principal class members, 32.00 teachers and 5.00 education support staff.

The school, whose motto is 'community commitment to quality education', is committed to providing a dynamic learning environment that engages and inspires students to achieve their personal best in an atmosphere of mutual respect and cooperation. More specifically, it endeavours to expand each child's talents, providing opportunities for children to develop the knowledge, skills and attitudes required for lifelong learning. The core school values underpinning our mantra are kindness, honesty, responsibility, friendship and respect.

Toorak Primary School is committed to maximising the educational opportunities for all students with staff professional development playing a vital role in achieving this goal. The school also supports an open door policy with regular participation and communication between teachers and parents in order to achieve continuous improvement. Toorak Primary School adopts an holistic approach to learning where academic, physical, social, emotional and psychological needs of all children are taken into account.

Five specialist classes including French, Physical Education, Music, Visual and Performing Arts and Library are offered to all students throughout the year. The school has a choir and a band which perform at local community functions. As part of the Performing Arts Program, a school production is staged every second year with the musical production for 2019 currently in the planning stages.

Additional languages available at Toorak Primary School include German and Swedish. To support the school's French LOTE Program, a biennial French study tour to New Caledonia is undertaken where students are immersed in French language and culture during the week long experience. More recently, Science, Technology, Engineering, Art and Mathematics (STEAM) learning opportunities have been integrated across the curriculum. The well-equipped multi media centre is a focal point for future learning and instrumental in the implementation of the STEAM initiative. The recently developed Community Garden has proven to be an outstanding addition to our integrated curriculum, with grade levels incorporating this resource into inquiry based units of work around the central concepts of sustainability.

The school celebrates a diverse range of ethnic groups. Approximately 20% of students are from LBOTE with thirty seven different languages existing across the school population. The whole school approach to EAL teaching has been developed by EAL coordinators to ensure that all teaching staff adopt a consistent approach to supporting students in mainstream classrooms. This documented approach is presented during new staff induction workshops to ensure continued pedagogical consistency.

Opportunities are provided for Junior School Council representatives across the school to promote student voice, agency and leadership within the community. Such opportunities will continue to be extended to other student leadership groups. A host of extra- curricular opportunities are available for students during lunchtimes to develop their talents, support their interests and relieve congestion in the school grounds.

Parental involvement and participation in the educative process takes many forms, ranging from helping at school functions through to involvement on School Council and its sub committees. This is a vital part of education at Toorak Primary School. Parental involvement enables many educational activities to be undertaken that would otherwise be out of the reach for the school. In addition, parents have the opportunity to establish new friendships where the school can become a valued part of social life in the community.

Framework for Improving Student Outcomes (FISO)

Curriculum Planning and Assessment has been Toorak Primary School's Improvement Initiative for 2018. We continued to build consistency in our whole school approach to English and Mathematics with a specific focus on embedding a school wide approach spelling which has begun to show improved high growth. Previous NAPLAN data indicates that the employment of a whole school approach to writing supported an increase in high growth. Reading high growth demonstrated a marked improvement over the course of the previous year. Since punctuation and grammar was trending down, punctuation and grammar were a focus for 2018. Our trend results in numeracy decreased slightly over the past couple of years. However, results are still well above state for high growth and well below state in low growth. Over the course of the year, we continued to work with local and network schools to share resources and effective assessments. We also continued to improve planning and moderation of writing through ongoing involvement with cross-school moderation and leading the FISO Communities of Practice Year 6/7 moderation initiative.

Curriculum Planning and Assessment will continue to be Toorak Primary School's Improvement Initiative for 2019. We will continue to build consistency in our whole school approach to Reading, Writing and Numeracy with an ongoing focus to embed a school wide approach spelling which has shown a marked increase in NAPLAN high growth. NAPLAN data illustrated further development in the craft of writing is required to maintain the percentage of students in the top two bands across the school. Similarly, 2018 NAPLAN Reading data illustrated the need to maintain the percentage of students in the top two bands across the school. Numeracy has demonstrated a steady decline over the past five years resulting in the percentage of students for top two bands in year five being below both network and state schools. Consequently, there will be a whole school focus on the school's approach to the teaching of mathematics in 2019. During 2019, we will continue to work with network schools to share resources and effective assessments. We will also continue to improve our planning and moderation of writing through ongoing involvement with cross-school moderation and leading the FISO Communities of Practice Year 6/7 moderation initiative.

Key Improvement Strategies during 2018 were to embed a whole school approach commenced in previous years, to entrench consistent pedagogical language in every classroom and to commit to Hattie's Explicit Teaching model.

Goals throughout 2018 were to:

Build teacher capacity to effectively differentiate teaching for all students in reading, writing/spelling/grammar and mathematics.

Actions to achieve the goals included:

Developing teacher knowledge and capacity to plan for differentiated practices in reading, writing/spelling/grammar and mathematics.

Developing a shared teacher belief around reading, writing/spelling/grammar and mathematics and how to effectively support students to improve.

Developing teacher capacity to understand and effectively analyse multiple sources of student reading, writing/spelling/grammar and mathematics data.

Developing teacher knowledge and capacity to work as effective teams, utilising our PLC (Professional Learning Community) to improve student learning outcomes in reading, writing/spelling/grammar and mathematics through collaborative planning and assessment processes.

In 2018, 40% of students achieved high growth in reading between years 3 and 5. This growth has been largely attributed to the introduction of the CAFE reading approach. Toorak Primary School introduced CAFE Reading in Term 4 2015 to improve engagement and create consistency in our school-wide approach to reading. The program has been successful in promoting student engagement in the reading process by promoting student voice. This has been achieved by incorporating Just Right books which allow students the choice in what they read and ownership of selecting a book at their reading level. The classroom libraries offer a wide-range of easily accessible texts for all genres and interests. Senior year levels undertake weekly Book Club sessions where they take the lead in the selection, analysing and discussion of texts, promoting student agency and voice. Within the CAFE Reading Program, teachers work closely with students to create personalised reading goals through individualised conferencing. Both DET High Impact Teaching Strategies (HITS) and Literacy Toolkit are evident

within the CAFE Reading Program structure. To foster a link between home and school, Parent Pipelines were introduced to support CAFE reading strategies at home contributing to improved outcomes in reading.

Achievement

In 2018, Year 3 NAPLAN reading results indicated that 73% of students achieved in the top two bands. In Year 5, 59% of students were placed in the top two bands. NAPLAN relative growth between Year 3 and 5 in reading indicates that 73% of students are achieving medium to high growth. The continuation of the CAFÉ reading program and the introduction of classroom libraries has improved engagement, created consistency and promoted student voice in our school-wide approach to reading. In 2019, Years 4, 5 and 6 will participate in book club, reading classics and be exposed to authors such as Percy Jackson.

The percentage of students achieving high growth in writing from Year 3 to Year 5 has risen to 41%. The school has continued the VCOP program and introduced the 6 traits of writing, which develops student knowledge of various text structures, ideas and organisation. In 2019, for three mornings each week, the school will dedicate the first 20 minutes of the day to our spelling programs, “Letters and Sounds” and “Words Their Way”.

In 2018, NAPLAN results indicated that 82% of Year 3 students in Numeracy were placed in the top two bands. NAPLAN relative growth between Year 3 and 5 in Numeracy indicates that 38% of students are achieving medium to high growth. In 2019, the school will improve school-wide consistency in its approach to teaching Mathematics. The school will develop teacher capability through the expertise of a Learning Specialist, ongoing professional learning and a two-year partnership with the Math Collaborative and Mathematical Association of Victoria. Students will develop a greater understanding of the proficiencies and be able to apply their skills to problem solving and investigative work.

Engagement

In 2018 Toorak Primary School actively engaged students in their personal learning and regularly showcased achievements through personalised goals, whole school events and STEAM initiatives. These included: STEAM clubs, Art Show, STEAM Day, 2018 School News, Grade 4 Cooking night with over 100 parents attending, Choir- Junior and Senior, Student News Program and an introduction to a new Robotic Program. Many of our senior students explored STEAM by visiting local network schools and participating in the ‘Big Day In.’ To challenge highly able students, opportunities to participate in the Mathematical Association of Victoria Talent Quest which was well received.

In 2018 Toorak Primary School implemented a whole-school approach to STEAM. The benefits of having an integrated approach towards teaching Science, Technology, Engineering, The Arts and Mathematics was evident within our student engagement survey data. The STEAM team was responsible for planning and executing cross-curricular units throughout the school, and integrating programs such as Google Applications For Education (GAFETechnology resources such as netbooks, iPads, interactive whiteboards, Apple TVs, robotic equipment and 3D printers are accessible).

Student leaders have an increased sense of responsibility to help others and to model leadership principles and values, and the school has continued to develop a culture that embraces a whole school community approach. Our students, with the support of staff, conducted leadership groups including Green Team (sustainability) and Junior School Council. Other leadership roles include, Prep Buddy Captains, Library Captains, Civic & Citizenship Captains, Media Captains, Class Captains, House Captains, Sport Captains and Music, French and Art Captains. Through their involvement in these leadership programs, students have successfully supported local charities and international initiatives, including fundraising for a Timor Leste School.

The school has continued to build on alternative lunch programs throughout the week to help engage and expose them to various activities. The school has successfully established Lunchtime Clubs including, STEAM Clubs, Literacy/Library Clubs, Social Clubs, Sports Clubs, Musical Clubs, Art Club, Chess Club and Sustainability Clubs. These clubs have been a resounding success and this is evident through the number of attendees at

each club and a reduction in the number of reflection room incidents.

During 2018, there was a focus on student voice and school community involvement. Students were consulted on a number of whole school events. Students presented ideas, helped organise, planned, chose the charity, made posters and speeches to promote events. Feedback from families and staff was extremely positive. Parent focus groups stated that the school families thoroughly enjoyed the community events and that they were a highlight of the school year.

A wide variety of community members were consulted as part of focus group sessions, leading to a greater understanding of the diverse needs of our students. These sessions were well received within the community and in 2019 we will continue this consultation process to engage our school community, both parents and students.

Staff also worked with leaders from each grade level to rewrite the Student Code of Conduct. Having student agency in the Code of Conduct has allowed students to have a voice and they felt that they were a part of the decision making process.

The school has also been proactive in developing topic and classroom surveys (student voice and agency) and developing personalised Numeracy and Literacy Goals allowing for feedback to staff and students. Teachers provide opportunities for students to conference with them on a regular basis to discuss goals and achievements in line with learning intentions and success criterias. As part of this work, the school has embedded the use of the John Hattie Explicit Teaching Model to ensure that students are engaged in their learning, understand the learning intention and success criteria.

Our future directions are to:

See a reduction in student absences from 8% (30 days plus absent) and 14% (20-29.5 days absent)

Build on our STEAM programs

Introduce PIVOT for all teachers

Build and refine our current student leadership program

Further develop our work around learning intentions and success criteria with staff and students

Build greater student voice, agency and leadership within classroom programs

Wellbeing

In 2018, the school continued to build on the health and well-being programs already implemented, such as The Resilience Project, Bounce Back and Rights, Resilience and Respectful Relationships. Classrooms also run daily mindfulness sessions to support and nurture psychological and emotional well-being. With a more targeted approach to the teaching of the Rights, Resilience and Respectful Relationships. The school has developed a comprehensive overarching document that supports a number of well-being practices to cater for a diverse student population. The Toorak Citizenship Wristband attributes program has been thoroughly revised to ensure students understand what each attribute means with the implementation of whole school monthly attribute focus in 2019. Through consultation with staff and students, a need for a student led Peer Mediation Program was identified. The Peer Mediator Program will be implemented in 2019. Staff undertook professional development in using the Restorative Practice and this will continue in 2019 through the partnership with Real Schools.

Health and well-being is a whole-school approach using our policies, programmes and practices. The attention to this area is constant and ongoing as staff members endeavour to ensure students are healthy and safe at school and to assist parents at home to do the same where and when required. Our student opinion survey results showed that all the students have at least one friend at school and that they have a wide range of opportunities that help them feel connected to the school. 73% of students show a connectedness to the school and 76% demonstrate a sense of inclusion across the school. The ability for students to take part in a huge range extra-curricular activities assists many students to make extra connections with their peers who share similar interests

and with staff other than their class or specialist teachers. There are a range of activities and reinforcement programmes that occur across a wide range of areas, such as healthy eating, mental health, supporting students with extra learning needs, drug education, sexuality education, traffic safety, swimming and water safety. Additionally, physical activity is promoted across the school curriculum. At present, the Student Attitude to School survey indicates only 51% of our students feel they have student voice and agency at our school. This will be a major focus for the school moving forward over the next 4 years in line with our Strategic Plan.

Financial performance and position

Toorak Primary School completed 2018 in a financially sound position with \$673,232 being carried forward into 2019. There was a Net Operating Surplus of \$899,509. This surplus is due to several factors including an increase in student enrolments, sound workforce planning and an increase in locally raised funds from parent payments and fundraising. The school's commitments were closely monitored by the School Council. Some of the expenditure for 2018 related to literacy resources, installing a new basketball court, upgrading the staffroom and the outside student toilets, painting the exterior of the main building and installing a new PA system. The funds carried forward will be expended on upgrading the student's media room and extensive upgrading of ICT equipment, continuing to upgrade the literacy resources and focusing on upgrading the maths resources. There is also a focus on School Culture and Engagement professional development for staff. The school has also employed extra Education Support staff on local payroll to provide assistance for students with special needs. Toorak Primary continues to commit to the provision of high quality educational opportunities for their students.




For more detailed information regarding our school please visit our website at
www.toorak.ps@edumail.vic.gov.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

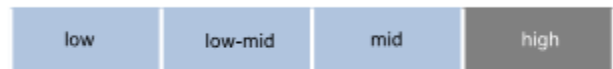
Enrolment Profile

A total of 535 students were enrolled at this school in 2018, 262 female and 273 male.

24 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






School Staff Survey





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

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Higher</p>

Performance Summary

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




Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Higher</p>





Performance Summary

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




Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>46%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>40%</td> <td>34%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>38%</td> <td>41%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>44%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>17%</td> <td>45%</td> <td>38%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	13%	46%	40%	Numeracy	25%	40%	34%	Writing	21%	38%	41%	Spelling	23%	44%	33%	Grammar and Punctuation	17%	45%	38%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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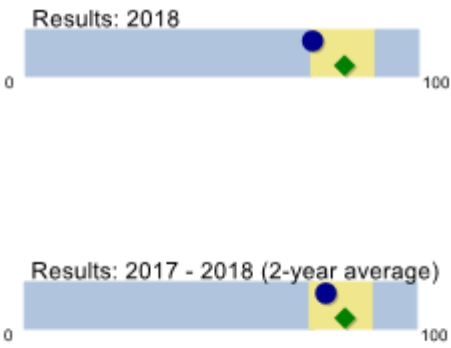

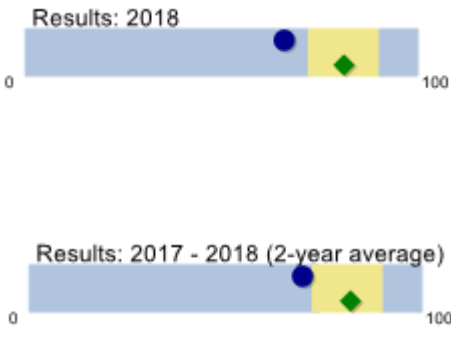

Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 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>93 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	92 %	92 %	93 %	93 %	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> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	92 %	92 %	93 %	93 %	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>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>		

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
Student Resource Package	\$3,494,503
Government Provided DET Grants	\$1,282,444
Government Grants Commonwealth	\$25,948
Revenue Other	\$16,978
Locally Raised Funds	\$691,234
Total Operating Revenue	\$5,511,108

Funds Available	Actual
High Yield Investment Account	\$492,674
Official Account	\$59,095
Other Accounts	\$121,463
Total Funds Available	\$673,232

Equity ¹	
Equity (Social Disadvantage)	\$20,700
Equity Total	\$20,700

Expenditure	
Student Resource Package ²	\$3,211,520
Books & Publications	\$2,496
Communication Costs	\$11,792
Consumables	\$190,737
Miscellaneous Expense ³	\$467,406
Professional Development	\$38,743
Property and Equipment Services	\$302,325
Salaries & Allowances ⁴	\$307,924
Trading & Fundraising	\$46,051
Utilities	\$32,606
Total Operating Expenditure	\$4,611,599

Financial Commitments	
Operating Reserve	\$217,230
Funds Received in Advance	\$37,123
School Based Programs	\$418,879
Total Financial Commitments	\$673,232

Net Operating Surplus/-Deficit	\$899,509
Asset Acquisitions	\$0

- (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)

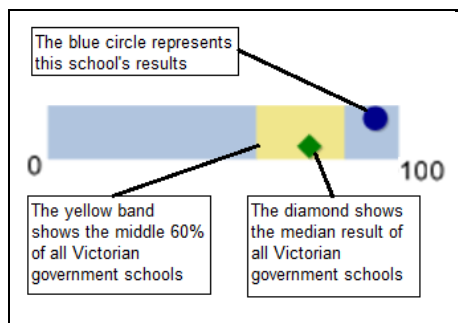
Engagement

- 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).

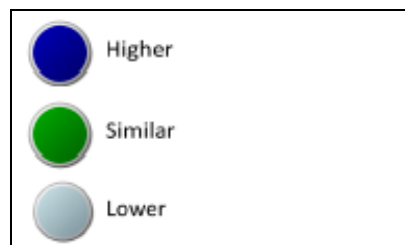


What does *School Comparison* refer to?

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').