2018 Annual Report to The School Community

School Name: Gruyere Primary School (2956)

- 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 30 April 2019 at 09:07 AM by Michele Upton (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 30 April 2019 at 07:39 PM by Anthony Mann (School Council President)

About Our School

School context

VISION
Every student has a right to develop their full potential and discover and understand their unique identity as an individual and as a member of the community. Differences and diversity are recognized and celebrated.
Purpose
Gruyere Primary School provides a safe, secure and stimulating environment that:
•   Sustains our children's enthusiasm and talent for self-learning and thirst for knowledge
•   Ensures every child has a thorough understanding of reading, writing and mathematical concepts as a foundation for future learning
•   Promotes the highest standards of education, social and civic values, health and well-being
•   Builds an enthusiastic community of learners
•   Offers a rare and valuable opportunity to develop bilingual skills and cultural awareness through the Japanese program
VALUES
As a community we are committed to:
Having RESPECT for ourselves, others, our school and community
Taking RESPONSIBILITY for our choices, actions, behaviours and learning
Developing RESILIENCE through emotional intelligence, optimism and problem solving
We believe that we can only achieve our goals by demonstrating these values every day, in all our relationships – teachers, students, parents

The student enrolment for 2018 - 27.2 students. Some of the students live close by, but more choose to travel from outside the school zone.
The staffing during 2018 - Principal, a full time classroom teacher, a full time bilingual teacher, 0.4 bilingual teacher aid, 0.1 music specialist, 0.4 business manager. During 2018 a 0.1 physical education teacher was employed. The school is the base school for the Mobile Area Resource Center (MARC) program that is shared amongst ten schools. The full time and 0.5 teacher are employed as Gruyere Primary School staff.

The school is operating a Japanese / English Bilingual Program. In line with current government initiatives, Asian and global studies feature strongly in the curriculum. A range of sporting courts, a vegetable garden and orchard provide enriching activities for the students. The school context is predominantly mono-cultural with very little diversity within the classroom from other than English speaking countries.

The careful allocation of staff and small class sizes has enabled a strong focus on explicit instruction during literacy and numeracy times and increased small group and individual assistance.

Student data is regularly collected through a range of assessment tools and staff continue to work together and analyse this data in order to identify, support and monitor all students. Analysing trends in data can be difficult due to the effect of some years having a transient student population and the consistency of low numbers. Students moving in and out have effects on budgets, individual programs, stability, achievement data and student relationships within cohorts.

The school regularly participates with other schools in the local area in activities such as sport which provide opportunities that would usually be reserved for larger groups. The school also participates in network programs to enhance the professional learning of the staff. Gruyere Primary School staff apply for grants on a yearly basis to be able to subsidise bus costs for activities such as excursions and the swimming program.

The classroom resources are enhanced with modern Information and Communication Technologies (ICT) equipment. The school has a generous computer ratio for all students and has computers, including laptops and iPads available for student use. Succession planning for technology is an ongoing challenge financially.

Staff often carry the responsibilities of administration, maintenance, occupational health and safety procedures, student health and first aid, answering phones and meeting visitors above their typical classroom duties.
The school often doesn't qualify for some types of grants or financial assistance particularly for intervention because of small numbers.

Framework for Improving Student Outcomes (FISO)

FRAMEWORK for IMPROVING STUDENT OUTCOMES

ACHIEVEMENT

School Strategic Plan goal: To improve the learning growth of all students in all curriculum areas.
2018 Framework for Improving Student Outcome priority area: Excellence in teaching and learning
FISO Dimension: Curriculum planning and assessment

Analysis of data from Performance Summary

Data shown in the Annual Report from the Department of Education and Training shows a high percentage of students making at least one year's growth in literacy and numeracy, similar to like school comparisons.
NAPLAN data, although not available for one due to small cohorts of students shows the four year average improvement in reading and numeracy as higher than the median of all Victorian State Schools in both year three and five and higher than school comparison in year three.

2018 Key Improvement Strategy
Build teacher capacity to differentiate and teach to point of need in writing.

Analysis of the school's NAPLAN data shows high or medium growth from year three to five students in reading, writing, spelling and punctuation. This is the first time from the beginning of the collection of the 2016 data and beginning of the School Strategic Plan.

ENGAGEMENT

School Strategic Plan goal: Improve student engagement and motivation to learn.
2018 Framework for Improving Student Outcome Improvement Initiative priority area: Positive climate for learning
FISO dimension: Empowering students and building school pride

Analysis of data from Performance Summary

The Annual Report Performance Summary from the Department of Education and Training measures engagement in terms of Student Attendance. The school's data shows increasingly less absence days over four years as well as specifically for 2018.

2018 Key Improvement Strategy
Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and wider community.

The school cumulative data for the four year strategic plan is based on student and parent opinion results. For 2018 the student survey data (years 4 - 6) reflected a growth in school connectedness and student motivation. The parent opinion survey reflected parent opinions in stimulating learning (100%), school connectedness (100%) and student motivation (100%).

WELLBEING

School Strategic Plan goal: Improve community engagement in student learning.
2018 Framework for Improving Student Outcome priority area: Community Engagement in Learning
FISO dimension: Parents and carers as partners

Analysis of data from Performance Summary

The Annual Report Performance Summary from the Department of Education and Training measures wellbeing in terms of Students Attitude to School - Sense of Connectedness and Management of Bullying. Results for 2018 and the two year averages were all above the state median of all Victorian Government Primary Schools.

2018 Key Improvement Strategy
Engage parents and carers as partners in learning. Draw upon the skills of parents and carers to support their children's learning.

The school cumulative data for the four year strategic plan is based on parent opinion results in relation to Parent Input. In 2018 this score increased to 92% endorsement of this area.

Achievement

Achievement
How has the school progressed its student achievement goals and outcomes over the past year? What are the highlights and proposed future directions and strategies?

Highlights:
* All teachers had a writing goal in their PDP's
* All teachers selected a High Impact Teaching Strategy to include in their Professional Development Plan for 2018. Teachers presented their individual HITS investigation with other staff members and their expert skills in each of their areas will be used as a resource
* All teachers participated in writing moderation using all three - NAPLAN marking guide, Victorian Curriculum outcomes and 'I can statements'
* All year 3-6 students were introduced to SMART goals and had the opportunity to set one in the area of Character strengths (from the Resilience, Rights and Respectful Relationships program). This helped students write successful goals for writing in semester two
* Documentation of writing program in developmental stage. Currently implementing a new curriculum structure where writing tasks are more meaningful and supported by their Japanese language learning
* During 2018 the school trialled a new spelling program which integrated a grammar program making it more connected for student learning
* Purchase of Sentral for student reporting and tracking. Reporting training undertaken and used to produce mid year and end of year reports
* New spelling program's success analysed by student improvement and the decision to continue for another year before confirming
* Curriculum structure effectiveness analysed by student improvement and included in our writing documentation. The mirroring of writing structures in English and Japanese proved successful and we will continue with other areas
* Staff participated in professional learning to become familiar with the tracking ability of SENTRAL
* Staff member attended the five day training in Leading Literacy

Our teacher judgements analysis reflect our positive tracking for our four-year strategic goals. All students in all subject areas, with the exception of measurement and geometry, had 100% growth. Two students did not meet the target. The school is using the Essential Assessment program in 2019 to analyse student skills in each of the areas of Shape, Units of Measurement, Location and Geometric Reasoning for monitoring student needs

more specifically.

This Key Improvement Strategy was determined as 'met' as the school made signicant improvement in teaching to the point of need in writing by implementing many of our actions although we did we did not complete all of them. Our plan was definitely too broad and, although much was learnt, time did not allow us to reach the documentation stage. This has been taken into account for 2019.

Future Plans in this area - 2019 Annual Implementation Plans:

Develop teachers' awareness and understanding of the Victorian Teaching and Learning Model
Develop teacher capacity and knowledge to work as a team to analyse evidence based student learning improvement strategies (HITS), the Practice Principles and the Pedagogical model and how they are implemented in our instructional model
Develop teacher capacity and understanding to Structure Lessons using the related High Impact Teaching Strategies model and resources
Develop teacher capacity and understanding to analyse and use student data to modify and plan for effective teaching and differentiation from a draft instructional model
All staff, as a professional learning team, document an agreed and tried instructional model for all teachers
All teachers trial the agreed instructional model and participate in self and peer observation to review and, if necessary modify the instructional model
By the end of 2019 we would expect all students to develop at least one year's growth in all subject areas according to teacher judgements which will be evidence based to maintain and improve 2018 achievement

Engagement

Engagement
How has the school progressed its student engagement goals and outcomes over the past year? What are the highlights and future directions? Note: to meet Commonwealth Government reporting requirements under the National Education Agreement, schools are required to include information about strategies to address student non-attendance.

Highlights:
* student meetings to discuss priorities for external playground environment needs and wants and apply to school council for funding and fundraising targets
* topics related to Victorian Curriculum given to older students (3-6) to choose an aspect they want to pursue. These have included both collective and individual
* learning intentions stated to students at the beginning of lessons for meaningful learning
* years 3 - 6 have been given criteria checklists in their homework tasks to monitor success and responsibility for learning. Years five and six were involved in writing their own criteria and rubrics for specific areas of learning and activities and analysed whether each aspect was relevant and achievable
* staff member attended professional learning in relation to high expectations in mathematics
* collection of classroom organization tools for students to communicate their success / needs ie.traffic light fans which indicate whether a student has grasped a skill or concept or requires further reinforcement
*An observable difference in classroom practice in connecting learning intentions and student goal setting for tasks in language, mathematics and humanities
*continued discussion of topic areas and teaching and planning strategies with students
*next AIP will have a focus on Student Voice and Agency and will include a structured process for engaging students in curriculum design

This KIS was determined as 'partially met'. Teaching staff recognised their increased knowledge and awareness of strategies that 'provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and wider community'. Many of the actions were implemented though we recognised a need to further research the area of 'Student Voice and Agency' to make greater gains in this area. Reflecting on our strategic plan targets this will be one of our priorities in our 2019 AIP as the relevant Student

Attitude to Schools survey results in Learning Confidence, Stimulating Learning and Teacher Concern were slightly below the goal. Student Motivation had an increased mean score and was within the 2020 target.

Future Plans in this area - 2019 Annual Implementation Plans

Develop teachers' understanding of Student Voice and Advocacy
Professional learning of this area - curriculum day term 2
Audit current practice of this area and the level of success
Create a whole school plan on what areas for the school will make the most impact and prioritise - Develop SMART goals for each initiative
Timetable and resource
Reflection

Gruyere Primary School will continue working on attendance strategies.

Wellbeing

Wellbeing
How has the school progressed its student wellbeing goals and outcomes over the past year? What are the highlights and future directions? Have any particular programs been implemented to support these outcomes?

Highlights:
Homework has always been a controversial area in terms of more, less and what it should include. This was evident by parent survey results in relation to this area and also verbal communication. Homework was established as a focus area for teachers, parents and students to establish a program to negotiate differing needs and values.

Our strategies included:
- publicising data in terms of the varied parent opinions from the parent opinion survey through the school newsletter with affirmation of all opinions as credible
- dissemination of information regarding homework, predominantly from the DET website and the value it has on student learning and parent participation in student learning
- communicating the trialling of a different structure for our homework program and that we will be seeking parent and student feedback
(At this stage teaching staff had developed a negotiated homework program where different levels were given choices of tasks from STEAM, TOPIC area or a combination of language and mathematics of foundation skills specific to each individual student - spelling of unfamiliar words, times tables)
- explanation of the types of tasks offered, relevance to school program and their purpose in student learning
- tasks sent home for students and parents to negotiate and returned for students to be given the relevant resources
- three rounds of homework tasks were completed for the trial
- a feedback sheet was created where students wrote the tasks they chose and their opinion of the structure and the tasks. These were sent home with a column for parents to add their opinions next to their child's
Feedback was predominantly positive from students and parents. Overall the element of 'choosing' tasks was a major positive factor. Including the opportunity for consolidating foundation skills as well as tasks that lead to a more diverse and deeper understanding were supported
* Success criteria and student feedback became integrated into the program
Evidence of success - all students completed homework tasks in the first round and majority for the remainder of the year

* Education section in newsletter becoming more specific to student development stages
* parent assistance in the classroom and edible garden program (both in growing the produce and in the cooking program) has continually increased since the beginning of the strategic plan where the baseline was 0

* parent input into special days - very successful World Cup Day with a combination of staff and parents running different aspects. Approximately 75% parent attendance on the afternoon
* Students in the upper school established SMART goals in mid year reports
*Continued parent and staff negotiation strategies and processes through opening policy design meetings to all interested community members for decision making
*weekly parent group activities into timetable (Friday afternoons) as well as timetabling parents working with children doing classroom and reading activities throughout the week

We analysed our targets as 'met' in this area. We have embedded aspects of parent partnerships this year in relation to decision making, participating in classroom and whole school programs and community engagement projects.
In relation to our Strategic Goals and targets we reached 100% in the Parent Opinion Survey in the areas of: stimulating learning, school connectedness, student motivation and 92% in parent input.

Future Plans in this area - 2019 Annual Implementation Plans:

Building communities and specifically - Networks with schools, services and agencies
Identification of individual and collective student needs to inform and assist parents with students with specific needs
Partnership with Department of Education and Training School Support Services Officers and School Nurse for professional learning
Partnership with Department of Education and Training specialist staff for inclusiveness. All staff to participate in CUST (cultural understanding and sensitivity training). This will be followed up with Koori Engagement Support Officer to assist the school in goal setting for inclusiveness.
Work in conjunction with external providers such as the Shire of Yarra Ranges - Youth Focus Services and Berry Street for trauma and behaviour management strategies.
Extend on communication through Sentral, particularly in reference to behaviour and behavioural incidents.

As the questions / factors have changed in the Parent Opinion Survey, the targets for 2019 will be parent feedback of students educational development - 100%.

Financial performance and position

Gruyere Primary School ended the 2018 year with a surplus of $42 576. This was managed strategically to account for the Mobile Area Resource Centre program cumulative funds and to continue the school's bilingual program in accordance with the Department of Education and Training Memorandum of Understanding.
The school is the base, including banking, school for the Mobile Area Resource Centre program. This program effects the overall school financial summary in the following areas:
Revenue - Locally raised funds from schools participating in the program
Commitments – School Based Programs. This financial area includes vehicle replacement. In 2018 this program required $8892 to be held for future van replacement and has a total of $ 41 174 committed.

REVENUE
Government Provided DET grants include: Bushfire Clearance grant, conveyance allowance, camp / sports / excursion fund, targeted grant reimbursement – attendance grant for Sentral and related professional development
Commonwealth Government grants in 2018 was the Sporting in Schools program grants.
Revenue other included interest and reimbursements.
Locally raised funds included: MARC schools contribution, school fundraising, school fees for essential items, voluntary contributions, donations and camps and excursions

EXPENDITURE
Equity funding: trauma informed practice, Essential Assessment subscription, phonological awareness resources, mathematics manipulatives

Miscellaneous – purchase of laptops
Consumables – curriculum and non curriculum consumables, photocopying, computer applications

FINANCIAL COMMITMENTS
School based programs include MARC cumulative funds and Bilingual program allocation
Buildings / grounds – for playground maintenance
Equipment replacement – to update technology

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 27 students were enrolled at this school in 2018, 9 female and 18 male.

0 percent were EAL (English as an Additional Language) students and 0 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.

| low | low-mid | mid | high |
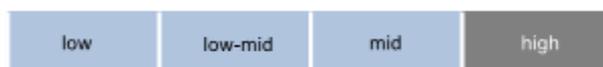
Parent Satisfaction Summary

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.

No Data Available

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
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ▬▬▬▬▬▬▬▬◆● 100 Results: Mathematics 0 ▬▬▬▬▬▬▬◆ ● 100	🟢 Similar 🟢 Similar

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
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	No Data Available ● Higher No Data Available ● Higher
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	No Data Available ● Similar No Data Available ● Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.	**Reading** No Data Available **Numeracy** No Data Available **Writing** No Data Available **Spelling** No Data Available **Grammar and Punctuation** No Data Available	NAPLAN Learning Gain does not require a School Comparison.

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
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **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. Average 2018 attendance rate by year level:	Results: 2018 0 ● ◆ 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ● ◆ 50 Few absences <------> Many absences	Similar Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
95 %	95 %	93 %	88 %	96 %	94 %	95 %

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
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 —— 100 Results: 2017 - 2018 (2-year average) 0 —— 100	Similar Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 —— 100 Results: 2017 - 2018 (2-year average) 0 —— 100	Similar Similar

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	
Revenue	**Actual**
Student Resource Package	$580,112
Government Provided DET Grants	$124,981
Government Grants Commonwealth	$6,600
Revenue Other	$3,269
Locally Raised Funds	$32,823
Total Operating Revenue	**$747,785**

Equity[1]	
Equity (Social Disadvantage)	$5,000
Equity Total	**$5,000**

Expenditure	
Student Resource Package[2]	$569,117
Books & Publications	$5,206
Communication Costs	$2,472
Consumables	$13,766
Miscellaneous Expense[3]	$18,393
Professional Development	$2,960
Property and Equipment Services	$31,473
Salaries & Allowances[4]	$47,437
Trading & Fundraising	$7,499
Travel & Subsistence	$2,932
Utilities	$3,952
Total Operating Expenditure	**$705,209**
Net Operating Surplus/-Deficit	**$42,576**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$148,164
Official Account	$8,753
Other Accounts	$20,751
Total Funds Available	**$177,668**

Financial Commitments	
Operating Reserve	$20,413
Funds Received in Advance	$790
School Based Programs	$145,465
Asset/Equipment Replacement < 12 months	$6,000
Maintenance - Buildings/Grounds < 12 months	$5,000
Total Financial Commitments	**$177,668**

(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).
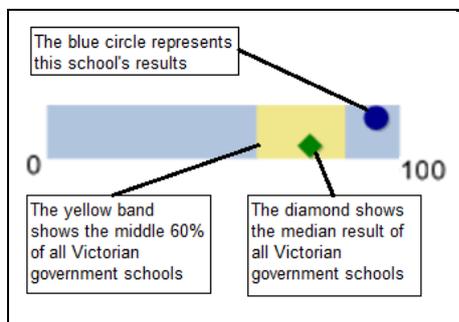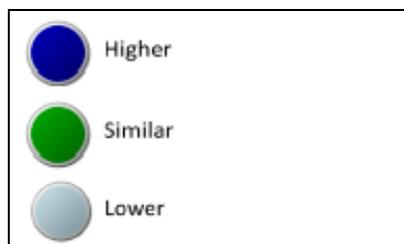

What does *School Comparison* refer to?

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').