

2019 Annual Report to The School Community



School Name: Somerville Primary School (2656)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 12 May 2020 at 11:25 AM by David Tapp (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 19 May 2020 at 08:27 AM by Erica Brady (School Council President)

About Our School

School context

Somerville Primary School is a Victorian Government primary school located 55 kilometres southeast of Melbourne on the Mornington Peninsula. There are currently 273 students enrolled at our school. We have 14 full time equivalent teachers, 4.8 full time equivalent Education Support Staff and 2 full time equivalent Principal Class members (20.8 EFT). Our class structure is comprised of Foundation, Year One and Two, Year Three and Four, Year Five and Six. Student numbers increased this year by 20 students from 2018. This is a trend that looks as if it may continue over the coming years. Our school has a total capacity of 300.

Our mission at Somerville Primary School is "Inspiring Excellence in Education ... Every Student Every Time". Our vision of the school is that 'Somerville Primary School works collaboratively to ensure every student achieves success by engaging them in the curriculum at their point of need.'

At Somerville Primary School, we firmly believe that building meaningful relationships with our students and families is of utmost importance. We have a strong student wellbeing program that supports this approach. Our school values of Courage, Honesty, Respect, Responsibility and Trust are taught weekly in our Social and Emotional Learning sessions. As a You Can Do It! school, we also teach students the keys to success which include Confidence, Getting Along, Organisation, Persistence and Resilience. Students are also involved in a range of programs including The Resilience Project and Respectful Relationships.

Somerville Primary School is a thriving Professional Learning Community (PLC) and our dedicated staff work together closely in highly effective teams with a strong focus on student learning, results and collaboration. Teachers plan collaboratively and continually collect and analyse data on each of our students. This approach ensures that we are able to cater for the learning needs of each of our students during every lesson. This is reflected in our mission statement 'Inspiring Excellence in Education...Every Student Every Time'.

In the area of Literacy, our students are taught to develop lifelong habits of reading, writing and working independently. We also use aspects of the Big Write and VCOP methodology to improve students writing. Spelling is explicitly taught using the Sound Waves Spelling program. In the area of Numeracy, students are taught all aspects of Numeracy during our daily lessons where we follow the four part lesson structure of Number Fluency, Launch, Discovery and Summary. In the area of Inquiry we use MAPPEN to support teachers to develop engaging and challenging lessons for our students. Students who require more time and/or support are provided with this during our intervention sessions. Students set goals across all areas of the curriculum and share their progress during our annual Student Led Conferences.

We also offer a very comprehensive specialist program that includes Visual Arts, Japanese, Physical Education, Digital Technology, Science and Performing Arts. Students this year participated in the Wakakirri performing arts event. We also offer an instrumental lesson program for students across the school. Students in our senior classes participate in a 1:1 BYOD program and explore many aspects of the Google Suite. The use of computers and other technology also occurs throughout the school where students have access to iPads, notebooks and desktops. This allows the students to have access to the technology when they need it to support their learning.

As a school we encourage, and actively look for ways for our parents and other community members to be actively involved in our school. We encourage parent participation in a variety of ways, including but not limited to involvement in School Council and the various Subcommittees, our hard working parent group Friends of Somerville Primary School (FoSP) and volunteering as a parent helper in the classrooms. We also offer workshops for parents so that they are more connected with how we teach our students.

It is interesting to note that our Student Family Occupation and Education Index (SFOE), which takes into account parents' occupation and education, continued to remain in the 'low-mid' profile 0.4812.

As a school we aim to provide a safe and engaging environment to ensure all students have an equal opportunity to become confident and motivated lifelong learners. We endeavour to develop the skills necessary for success in life and establish values that will allow them to interact with their environment and community with thoughtfulness and

humanity.

Framework for Improving Student Outcomes (FISO)

After undergoing a comprehensive review as part of the school review process in 2016, 2019 was the third year of our school's current Strategic Plan. This strategic plan was implemented in 2017 and will continue to drive whole school improvement at Somerville Primary School over the four years from 2017 – 2020. The focus at Somerville Primary School for 2019 was as follows:

- 1) To enhance student learning outcomes across the school in all strands of Literacy and Numeracy. (Building Practice Excellence and Curriculum Planning and Assessment)
- 2) To empower, encourage and enable students to manage and monitor their own learning. (Empowering Students and Building School Pride)
- 3) To increase the level of involvement of our parents and carers in the learning of their child. (Parents and Carers as Partners)

These overarching goals for our school followed on from the strategies that were implemented in 2018. Our Literacy Leader continued to drive school improvement in the area of Literacy. In 2019 we continued to focus on improving students' results in the areas of Literacy and Numeracy. The majority of our staff professional learning and action was centred on improving the teaching and learning that took place in the area of Literacy, more specifically in the area of Reading. As a school our focus was Building Practice Excellence in the area of Literacy. These areas were identified using teacher judgement and also the NAPLAN data from previous years.

To improve our teachers' capacity to plan and assess students' work, we appointed a Learning Specialist who began working at Somerville Primary School in Term Four of 2019. This was to ensure a smooth transition at the beginning of 2020. We introduced PAT Reading and PAT Numeracy from Foundation through to Year Six to allow us to track students using a standardised measurement. This will continue to be used moving forward to track student performance from year to year. This data will also allow us to identify trends and in turn provide more support for teachers and students where required.

To support our work in increasing the level of involvement of our parents in the teaching and learning that takes place we improved the process we used to implement Individual Learning Plans for all students performing 12 months below or above the expected level. We also had great success in getting our students to read more with our school based '200 nights of reading challenge'. Almost half of our students were recognised for reading over 200 nights. This was a great achievement.

It has been pleasing to see the actions and activities that have been not only implemented in 2019, but also 2018, are having an impact on the data for our school.

Achievement

Student achievement data at Somerville Primary School improved in many areas throughout 2019, in particular in the area of English. Our teacher judgements are now indicating that our students across the school are now performing above similar schools in the area of English, and in NAPLAN our Year Five students are performing above the similar schools in the area of Reading. This is a direct result of the deliberate actions we have implemented over the last 12 months.

Teacher Judgements

Teacher judgements in English indicate that 90.2% of our students from Foundation through to Year Six in 2019 achieved at or above age expected standards. This was above similar schools and also marginally higher than the stage average of 89.7.

Teacher judgements in Mathematics indicate that 87.0% of our students from Foundation through to Year Six in 2019 achieved at or above age expected standards. This was similar to similar schools however was below the state average of 90.3%.

NAPLAN Data – Overall

Our NAPLAN data continued to improve with the school now performing above similar schools in Year Three

Numeracy and in Year Five Reading.

In Reading, our four year average for Year Fives is above the average for all Victorian Government schools as we had 91.2% of our students achieve medium to high gain which is well above the state wide distribution.

Whilst the Year Three cohort performed well in Numeracy in the 2019 NAPLAN, the 4 year average in both Year Three and Year Five shows that we are below the median of all Victorian Government Schools.

Our Numeracy results have highlighted that this an area for the school to focus on moving forward with the school also performing below similar schools in Year Five.

NAPLAN Data - Year Three

Our Year Three cohort has shown an increase in the number of students achieving the top two bands.

NAPLAN Year Three 2019 Percentage of Students Achieving Top Two Bands

Reading –	2018 - 41.6% (10/24)	2019 - 51% (24/47)
Writing -	2018 - 37.5% (9/24)	2019 - 37% - (17/46)
Spelling –	2018 - 33.3 (8/24)	2019 -36% (17/46)
Numeracy –	2018 - 30% (7/23)	2019 - 36% (17/46)

NAPLAN Data - Year Five

The Year Five NAPLAN data has shown that we have successfully reduced the number of students achieving low growth.

Reading -	2018 - 26.83% (11/41)	2019 - 9% (3/34)
Writing -	2018 - 31.7% (13/41)	2019 - 28% (9/32)
Spelling-	2018 - 26.83% (11/41)	2019 - 18% (6/34)
Numeracy –	2018 - 36.59 (15/41)	2019 - 35% (12/34)

There have been a number of strategies that have been implemented over the course of 2019 to build on what was implemented in 2018, which has contributed to the pleasing results. Some of strategies that have contributed to our improved results included having a trained Literacy Leader on staff, implementation of our Instructional Model in the area of Literacy, incorporating more opportunities for moderation to take place as in our the teaching and learning model, peer observations to assist with consistency between classrooms, greater understanding and implementation of the High Impact Teaching Strategies.

Actions for 2020

In 2020 we will continue to implement a number of strategies to improve students learning across all areas of the curriculum. Some of the actions we will implement in 2020 include:

1. Implement our instructional model in Literacy across the school.
2. Ensure the consistent implementation of the Numeracy four part instructional model.
3. Develop and implement a whole school approach to collect, analyse and use student data to improve teaching and learning.
4. Improve the way we implement the High Impact Teaching Strategies in classrooms across the school.
5. Implement and embed the use of Learning Ladders in Foundation to Year Six in Numeracy to improve student learning.
6. Implement a whole school approach to student goal setting where students regularly set, monitor and celebrate when they achieve their learning goals.

Targets of 2020

The following targets have been set for our school to achieve in 2020.

1. NAPLAN Year Three - Band 5 and 6

- Reading - 60%
- Writing - 50%
- Spelling - 50%
- Numeracy - 50%

2. NAPLAN Year Five - Bands 7 and 8

- Reading - 50% (41.6% as Year Three in 2018 in bands 5 and 6)
- Writing - 40% (37.5% as Year Three in 2018 in bands 5 and 6)
- Spelling - 35% (33.3% as Year Three in 2018 in bands 5 and 6)
- Numeracy - 40% (30% as Year Three in 2018 in bands 5 and 6)

3. Reduce Low Growth

- Reading - 5% (9% in 2019)
- Writing - 20% (28% in 2019)
- Spelling - 15% (18% in 2019)
- Numeracy - 20% (35% in 2019)

Engagement

Student Attendance at Somerville Primary School is now indicating that we are above similar schools with the average number of days absent per student at 15.7 days a year (where above is the desired result). This number has remained steady from 2018 with 15.9 days absent per student. Our school is still below the state average which was 16.3 days absent per student. This data can be attributed to the increase number of days taken off school by a small percentage of our students. As a school we have communicated the importance of not missing days of school with our parent community. We have also had meetings to discuss attendance with families where necessary. In 2019 we had more success with these meetings and there has been a positive change with some families who are now ensuring their child attends school on a more consistent basis. Letters have also been sent home on a monthly basis to determine the reason students are absent from school.

Our school places a strong emphasis on student engagement. This is achieved by developing a culture where positive relationships with all stakeholders are seen as an integral component of our school. From forming meaningful relationships with our students, parents and wider community, to allocating time at the beginning of each school year where students participate in two weeks of planned activities that are designed to allow students to get to know each other, setting clear expectations for the year and much more, this builds students' connectedness to their school, their classroom, their teachers and their peers. As a school we work to ensure that Somerville Primary School is a place where students want to come to each day.

In 2020 we will continue to apply steps as required to support families to ensure that their children are attending school. We will also continue to send key staff to attendance workshops in 2020.

Wellbeing

At Somerville Primary School we work hard to ensure that our school is a safe and supportive environment for our staff, our students and our families. Social and Emotional Learning is explicitly taught from Foundation to Year Six using the 'You Can Do It! Framework'. We have introduced our students to the Resilience Project where the students are taught Gratitude, Empathy and Mindfulness. Parents were also invited to an information session to learn more about this program. We also continued to survey our students at school twice a year using the Pivot Survey, as well as the Attitudes to School Survey, so that we can gain their feedback across a range of areas. This ensures that we are able to respond to the students' social and emotional needs along with their academic needs. This approach, along with our emphasis on our school values provides a sound structure around Social and Emotional Learning for our students. Lunchtime clubs are held daily, and each morning every class begins their day with circle time. We have a school chaplain who is available to support our students who need more support, along with a psychologist who students are able to access with parent approval.

In 2019, our student opinion survey data taken from our Year Four to Year Six students showed pleasing results. It was pleasing to see that 89% of our students responded positively to 'High Expectations for Success' and also 95%

responding positively on my 'My teacher sets clear rules for classroom behaviour'. As a school we moved back to being lower to similar schools in the important area of the 'Sense of Connectedness' with our students. This area has moved from being 'below' similar schools 69% in 2017, to 'similar' 75.3% in 2018 and now 74% moving our school back to 'below'. This is an area we will need to continue to focus on in 2020.

The survey also highlighted once again the students' attitude towards managing bullying dropped in 2019. This result is similar to the Sense of Connectedness where we saw an improvement in 2018 from 2017, for it only to drop again in 2019. There seems to be a misunderstanding throughout the school with regards to what constitutes bullying. We will continue to work with our students and parents to educate all stake holders about what bullying is and what you can do to stop bullying. Any incidents of bullying will continue to be fully investigated and followed up by Principal Class as they are raised. We also have an incursion booked that will help us to focus on what bullying is and what it is not. We have activities planned every term throughout 2020 that will target this area.

Student Voice and Agency is an area where we will need to continue to focus on with only 54% of students responding positively in this area which includes, 'At this school, I help decide things like class activities or rules, I have a say in the things I learn, My teacher likes my ideas, I am encouraged to share my ideas'. In our 2020 Annual Implementation the following goals will work towards addressing some of these areas where students will have a greater understanding of what their next steps of their learning are, and what they can do to work on this area.

In 2020 we will:

1. Implement and embed the use of Learning Ladders in Foundation to Year Six in Numeracy to improve student learning.
2. Implement a whole school approach to student goal setting where students regularly set, monitor and celebrate when they achieve their learning goals.

In 2020 we have increased our student leadership program to provide our students with more opportunities to take on position of responsibility and to have a greater say in what happens at our school.

Financial performance and position

Somerville Primary School is in a financially sound position at the end of the 2019 school year. As part of the Gallery Space build outlined further in this report the school had a Net Operating Deficit of \$192,042. When taken into account that the school Funds available in 2018 was \$361,272 and in 2019 is now \$126,670. This expense has been reflected with the increase to property and equipment services totaling \$436,528 dollars. In previous years this has been less than \$200,000. Overall for the 2019 year the school achieved a surplus of \$112,354. This included \$38,791 that was surplus brought forward from 2018. This surplus was a result of increased enrolments from 2018 and staffing changes that occurred throughout the school year this included having a staff member on long term sick leave. Funds that had been saved over the previous few years were allocated and spent to replace our Gallery Space that was demolished as part of the portables that were removed in 2016. The total cost for the Gallery Space was \$247,940. School funds were also used to ensure that we were able to provide a comprehensive specialist program which included Science, DigiTech, Music, Visual Arts, PE and also Japanese. Performing Arts was also be added to the curriculum in 2019. We also continued to receive funding as part of the National School Chaplaincy Program which allows us to provide the services of a School Chaplain for three days each fortnight. We used school funds to increase her days by one day a fortnight. Our equity funding was used to increase the hours of our Educational Support Officers. This allowed us to provide more support to those who needed it along with providing invention for students.




Future funding will need to be allocated to maintaining our grounds and in particular addressing the large number of gum trees that are to be trimmed or removed and replaced with trees more suitable to a school setting. School fundraising will be saved to and allocated to upgrading our netball and basketball courts.




Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.











All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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














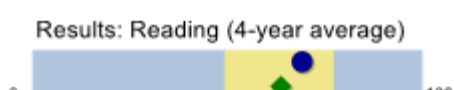

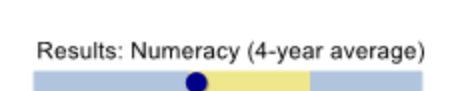


Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 273 students were enrolled at this school in 2019, 141 female and 132 male.</p> <p>0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Similar </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Similar </p> <p>Above </p>		
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Above </p> <p>Below </p>		

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>94 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>91 %</td> <td>90 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	92 %	91 %	92 %	91 %	90 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	92 %	91 %	92 %	91 %	90 %	93 %										

Performance Summary

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

Key: Similar School Comparison
● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below ●</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>Below ●</p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

Financial Position as at 31 December, 2019

Revenue	Actual
Student Resource Package	\$2,136,105
Government Provided DET Grants	\$460,003
Government Grants Commonwealth	\$5,230
Revenue Other	\$4,305
Locally Raised Funds	\$180,484
Total Operating Revenue	\$2,786,128

Funds Available	Actual
High Yield Investment Account	\$55,363
Official Account	\$7,215
Other Accounts	\$64,092
Total Funds Available	\$126,670

Equity ¹	
Equity (Social Disadvantage)	\$90,963
Equity Total	\$90,963

Expenditure	
Student Resource Package ²	\$2,103,751
Communication Costs	\$3,652
Consumables	\$93,870
Miscellaneous Expense ³	\$158,647
Professional Development	\$12,832
Property and Equipment Services	\$436,528
Salaries & Allowances ⁴	\$110,304
Trading & Fundraising	\$33,533
Utilities	\$25,053

Financial Commitments	
Operating Reserve	\$100,830
Funds Received in Advance	\$50,000
School Based Programs	\$10,830
Asset/Equipment Replacement < 12 months	\$30,000
Maintenance - Buildings/Grounds < 12 months	\$10,000
Total Financial Commitments	\$201,659

Total Operating Expenditure	\$2,978,170
Net Operating Surplus/-Deficit	(\$192,042)
Asset Acquisitions	\$16,244

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

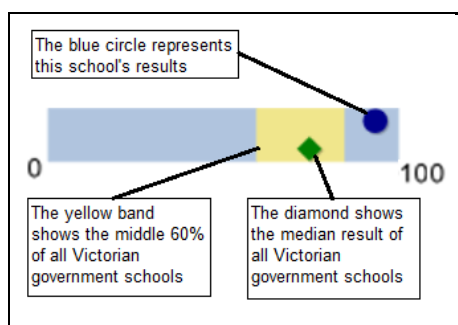
Engagement

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

Wellbeing

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

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

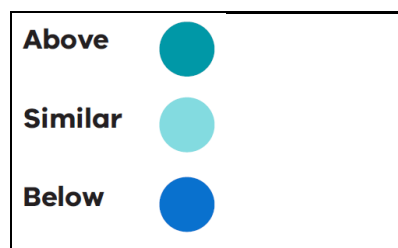


What does *School Comparison* refer to?

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

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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