

2019 Annual Report to The School Community



School Name: Malvern Primary School (2586)



- 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 26 June 2020 at 01:56 PM by Robyn James (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 26 June 2020 at 02:22 PM by Jim Giannopoulos (School Council President)

About Our School

School context

Malvern Primary School has a proud history of providing quality education for students since 1884. Current enrolment is 651 students, including 14 International students. Staffing remains stable with 2 Principal class personnel, 1 Leading Teacher for Operations and Daily Organisation, 39.8 EFT Teaching staff, and 10 ES staff, which includes office staff, integration aides, a library technician, and a school nurse. The school is located in a high socio-economic area with a Family Occupational Index (SFOE), of 0.0865.

The school is a member of the Council for International Schools (CIS). This accreditation framework provides a strong basis for ongoing improvement, and sets rigorous standards that enhance the school's reputation for strong academic outcomes.

There is a clear focus on achieving high standards in literacy and numeracy. This is complemented by the provision of a wide range of specialist programs that include Mandarin, Physical Education, Visual Arts and Performing Arts.

The school provides opportunities for students to become global citizens by embracing a growing relationship with Asia, including reciprocal visits to its Sister School in Nanjing for both staff and students. We welcome the opportunity to welcome visitors to our school to share and learn. In 2019 we hosted two groups of school leaders from China as part of the celebration of Victoria's 40 year relationship with our Sister Province Jiangsu.

Our school Values and Guiding Principles provide a strong basis for ensuring a supportive, safe and positive learning environment for all students. We have four values – Respect Yourself, Respect Others, Value Learning and Value the Environment.

There are six main buildings, three of which are classified by the National Trust, as well as a small number of portable classrooms. The main building comprises classrooms and the administration area. Other permanent buildings house the Art Room and Junior classes. The Recreational Centre provides a large space for Physical Education and whole school events. This facility, along with our school grounds, are known as Penpraze Park, and are unique in providing a shared facility for sporting events and public access with the City of Stonnington.

Malvern Primary began the redevelopment of our outdoor spaces in 2019, enhancing the school grounds for school and community use.

Framework for Improving Student Outcomes (FISO)

The school leadership team chose Excellence in Teaching & Learning as the focus for improving student outcomes using Evidence-Based High Impact Teaching Strategies and Curriculum Planning and Assessment as the key drivers.

Excellence in teaching and Learning- curriculum planning and assessment

We have continued with our strong focus on the teaching of Reading throughout 2019 with support through Bastow, Professional Learning Communities (PLC) and Regional professional development programs (Renew Schools). We implemented the whole school instructional model for Reading in 2019, which we will continue to consolidate in 2020 across all year levels. The three Learning Specialists are participating in the Bastow Literacy Data Assessment and Practice course in 2020 to build on our work.

We investigated assessment tools for Reading and will trial Fountas and Pinnell in 2020. We continued the development of whole school curriculum documentation and have agreed to a whole school Reading planner which will be implemented in all year levels.

Weekly common planning times have enabled Level Teams to focus on a consistent approach and the use of data to inform planning. Staff are working in teams to collect and use data to guide planning and curriculum delivery. We used

Essential Numeracy to run pre and post testing of Mathematics units, this has provided teachers greater confidence around differentiating learning engagements.

Positive climate for learning and Health and Wellbeing

Staff continue to work hard on setting high expectations for students, while at the same time taking into consideration individual learning needs. Individual Learning Plans are developed for students above and below the expected level and for students on the Program for Students with Disabilities (PSD).

The Resilience Project continues to be implemented across the school and the Resilience Rights and Respectful Relationships has been used successfully by several Year Levels. The Resilience Rights and Respectful Relationships will be implemented across the whole school in 2020.

A Mindfulness/Yoga program at the Prep level and Year 1 continues to provide opportunities for students to learn strategies for relaxation and dealing with stressful situations.

At Year 5 students continue to be involved in Community Action Teams where they visit aged care facilities and kindergartens. This program will be evaluated in 2020 to ensure there is value to both our students and the venues being visited and that our aims are being achieved.

We have numerous opportunities for students to develop leadership skills including an extensive Year 6 leadership team, Junior School Councillors (Years 3 to 6), Buddy Program, choir/band leaders, a newly developed Year 5 Leadership Program and collaborative work within the classroom.

Students are encouraged and supported to lead initiatives they are passionate about and feel will make a positive contribution to the school or broader community. This includes leading positive actions and supporting charity organisations. In 2019 this included the planning of a new playground in the Year 1 play area.

The use of Compass to monitor student welfare has been a positive initiative. Professional development in the use of Compass for this purpose has been ongoing. The staff are recording more details and using the improved data to provide ongoing support to the students.

Achievement

Malvern Primary School provides a comprehensive curriculum based on the Victorian Curriculum. Students have access to specialist programs in Art, Performing Arts, Physical Education, and LOTE (Mandarin). We are committed to providing a differentiated approach to learning to support the needs of individual students.

Promotion of our School Values is a fundamental aspect of school life and is a core point of reference for all we do. Special days / events such as Kindness Day, Harmony Day, Reconciliation Week and the National Day of Action Against Bullying provide further support for these Values.

Professional Learning Teams (PLT's), were introduced in 2017, in the areas of English, Mathematics, Data, Inquiry, and Student Wellbeing. In 2019 these teams worked to investigate and lead curriculum change, lead professional learning and improve the use of data. A review at the end of 2019 has resulted in realignment of the PLTs in 2020.

NAPLAN Results

Year 3 and 5 students performed above the State Mean in Numeracy, Reading, Writing, Grammar & Punctuation & Spelling. Strong results at the Year 3 level indicate that 69% of students performed in the top two bands in Numeracy, 83% in the top two bands in Reading and 78% in the top two bands in Writing. Strong results at the Year 5 level indicate that 67% of students performed in the top two bands in Numeracy, 73% in the top two bands in Reading and 38% in the top two bands in Writing. Relative Growth data from Year 3 to 5, indicates strong 'high growth' in all areas tested. We have had a strong focus on the teaching of Reading in 2019, which has also naturally effected the teaching of Writing in some levels.

Teacher Judgement

Teacher assessment of student progress from Prep to Year 6 (based on the Victorian Curriculum), indicates that the percentage of students achieving at or above the expected standard in English and Mathematics, was above both the median of all Victorian government schools as well as the median for Similar Schools across the State in English and Mathematics.

Data Collection

In 2019 we continued the implementation of the Compass tool to integrate and manage data with the intention of incorporating teacher assessment, ongoing assessment and Reporting. Our focus on the collection and use of data is to improve the targeting of teaching to the individual needs of each student. We have used assessment tools to collect pre and post unit data in Mathematics and Reading, which have provided more accurate and timely information on student learning needs and achievement.

Individual learning Plans and student goals

Individual Learning Plans are used to support the learning of students who are performing above or below the expected level, as well as for students on the program for students with disabilities.

Shared planning times at all levels Prep- grade 6, were continued across the school in 2019. Year levels use this time to examine student data and plan for differentiated instruction. Utilising staff expertise is a feature of these shared planning sessions. Malvern Primary School participated in the Professional Learning Communities (PLC) professional learning, which was continued in 2019. The PLC process is focussed on the development of our Middle Leaders to lead a consistent and collaborative approach to the collection and use of data to inform curriculum planning. As a result of the PLC process we are seeing an improved confidence in the assessment of student work and therefore in their end of semester results.

Engagement

Our students have access to a range of extra-curricular activities, including Lunchtime Clubs, Excursions, Incursions, Camps at years 4 to 6, Ski Camp at year 6, Concert at year 6, Instrumental Music, Leadership Program, Interschool Sport, Special days, Community Action Teams in Year 5, a range of Mindfulness Programs, Junior School Council and Buddies, and the China Exchange Program in Year 6.

Our students are proud to be members of the Malvern Primary School community and engage in a range of traditions that support this, including our weekly student- led assemblies, Footy Day, Grade 1 Grandparent and Special Friends Day, as well as a range of many other whole school events.

We have comprehensive Transition Programs for all students entering and moving through the school, with a focus on minimising the anxiety related to the transition process by providing relevant information, positive experiences and familiarity with our environment.

Our whole school transition program provides an excellent opportunity for teachers to get to know students for the following year as well as enabling students to gain a positive view of their future year level. Students visit other classrooms on at least four occasions in Semester Two and participate in a range of activities designed to create a positive experience of their new year level and a familiarity with other teachers.

A comprehensive Transition program is in place for our Prep students. This process begins with our Prep teachers visiting local kindergartens and childcare centres to observe students. Our Prep team leader is the Coordinator of a local Kindergarten & Prep network group and is in regular contact with many of the local centres. Our school has also hosted whole kindergarten groups coming to visit our classrooms. In Semester Two specific dates are set aside for Orientation Days as well as information sessions for Prep parents. The Prep children have a separate play area for Term One and their team of teachers work hard to ensure the children feel comfortable in their new environment.

Our Year 6 to 7 Transition program is less comprehensive as the majority of our students go to the Private School system. Currently, there are less than 20% going to local government schools. The feedback we receive from all

secondary school settings is that our students are well prepared academically and settle well into their new school environments.

The Attitudes to School Survey (ATSS) data, which is completed each year by Year 4, 5 & 6 students, indicates that students at Malvern Primary School have High Expectations for Success, a strong Sense of Inclusion and have a positive Attitude to Attendance.

Our student absence rate is below the State Median and Similar Schools and continues to be impacted by families taking long-term holidays. Students who either have extreme absences or are flagged as requiring support are followed up by class teachers and/or the Assistant Principal in charge of Student Welfare.

Malvern Primary School is held in high regard by the local community. The school has a strong sense of community and the positive relationships that exist between parents and staff ensures students value the school and are motivated to learn. Strong support for the school is reflected in the high rate of involvement of students and families in activities held both during school hours and outside school hours. We share our physical environment with the local council, ensuring our local community feel a strong sense of connection to the school.

The Malvern Primary School Parent Association is very active and contributes to the positive culture of the school by connecting to families through a variety of social events. Our Parent Class Convenors also play an active part in establishing vital links between home and school by setting up year level social events.

The school celebrates the success of students both at our student-led assemblies and in the fortnightly Newsletter.

Wellbeing

Our Purpose: Malvern Primary School will provide an education that enables all students to achieve their full potential within a safe and caring environment.

Our School Values: Respect Ourselves, Respect Others, Value Learning, & Value our Environment, are displayed prominently throughout the school and are a point of reference for all we do at Malvern Primary School.

Our students have a strong sense of connectedness and safety, and are supported through whole school programs such as our Buddy Program, 'The Resilience Project' and the Resilience, Rights and Respectful Relationships, as well as variety of other classroom programs such as Mindfulness, Yoga and Cyber safety. Before school and lunchtime clubs include Choir, Band, Chess Club, Gardening Club, and Soccer. All students at the grade 5 level are involved in Community Action Teams.

Extra-Curricular activities offered to the students include camps at Years 4 to 6, China Exchange for Year 6, a range of incursions and excursions, soccer clinics, Art Club, Writing Club, Coding, Lego, Mandarin classes, Chess Club and instrumental music lessons.

We have an extensive Student Leadership program, with a Junior School Council, School Captains, House Captains and a variety of other captaincy roles for Year 6 students where they are encouraged to be leaders of curriculum programs such as Art and Multi Media. Teachers also provide a range of responsibilities for students to learn leadership skills within the classroom.

Our students continue to participate in events such as the National Day of Action Against Bullying, Harmony Day and Reconciliation Week, in order to support students' sense of wellbeing and develop their understanding of Global Citizenship.

We have a school nurse who assists students who are injured, or are feeling unwell. The emotional support provided by the school nurse for students in these circumstances is of high importance in developing their sense of safety.

Staff interaction is professional, friendly, positive and respectful, making a positive contribution to the school culture.

We have eight staff on duty during Recess and Lunch breaks, providing a sense of safety for the students. The playground is designed to ensure students are spread throughout the playground and that games being played are appropriate to the space. Staff regularly assess and discuss safety in the schoolyard.

Financial performance and position

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.

The school has a high number of staff at Classroom 2 level and this places a strain on the school's Student Resource Package.

The Penpraze Park Agreement between the DET, Malvern Primary School Council and Stonnington Council was finalised in 2019, clearly indicating areas of responsibility and the use of facilities.

Major spending in 2019 included the teacher and student exchange trips to China, camps, staff professional learning, resurfacing the ovals, replacement of furniture, building improvements/repairs and the installation of audio-visual systems in the Rec Centre and Junior Hall.

The school was successful in applying for a grant from 'Pick My Project' for the resurfacing of the largest school oval. During 2019 two of the school's ovals were resurfaced funded by the 'Pick My Project' grant, Parents and Friends' fundraising and 2018 Spring Fair profits.

For more detailed information regarding our school please visit our website at
<http://www.malvernps.vic.edu.au/>

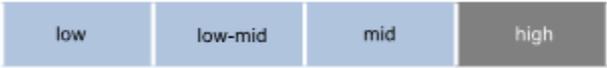
Performance Summary

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

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

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

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 647 students were enrolled at this school in 2019, 269 female and 378 male.</p> <p>7 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

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

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</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: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Key: Similar School Comparison: Above Similar Below</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>Similar </p> <p>Above </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>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>Key: Similar School Comparison: ● Above ● Similar ● Below</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>39%</td> <td>43%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>46%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>47%</td> <td>41%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>50%</td> <td>36%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>14%</td> <td>49%</td> <td>37%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	39%	43%	Numeracy	15%	46%	38%	Writing	13%	47%	41%	Spelling	14%	50%	36%	Grammar and Punctuation	14%	49%	37%	<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> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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: 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>Below </p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	93 %	91 %	93 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	93 %	91 %	93 %	93 %										

Performance Summary

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above </p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Similar </p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,982,106	High Yield Investment Account	\$570,335
Government Provided DET Grants	\$552,833	Official Account	\$53,704
Government Grants Commonwealth	\$10,197	Other Accounts	\$62,616
Government Grants State	\$144,000	Total Funds Available	\$686,655
Revenue Other	\$43,070		
Locally Raised Funds	\$937,376		
Total Operating Revenue	\$6,669,583		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,907,028	Operating Reserve	\$229,396
Books & Publications	\$16,902	Other Recurrent Expenditure	\$6,971
Communication Costs	\$8,752	Provision Accounts	\$4,850
Consumables	\$164,545	Funds Received in Advance	\$129,156
Miscellaneous Expense ³	\$677,308	School Based Programs	\$149,685
Professional Development	\$25,899	Funds for Committees/Shared Arrangements	\$90,777
Property and Equipment Services	\$389,816	Asset/Equipment Replacement < 12 months	\$13,629
Salaries & Allowances ⁴	\$73,834	Maintenance - Buildings/Grounds < 12 months	\$48,987
Trading & Fundraising	\$83,822	Total Financial Commitments	\$673,451
Travel & Subsistence	\$8,394		
Utilities	\$60,982		
Total Operating Expenditure	\$6,417,281		
Net Operating Surplus/-Deficit	\$252,302		
Asset Acquisitions	\$332,229		

- (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)

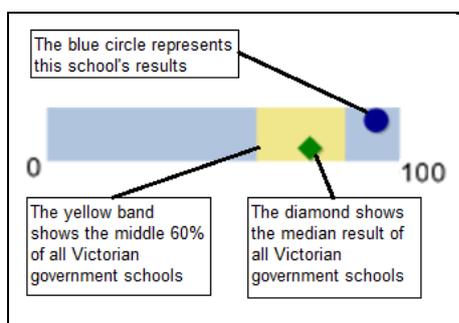
Engagement

- 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).

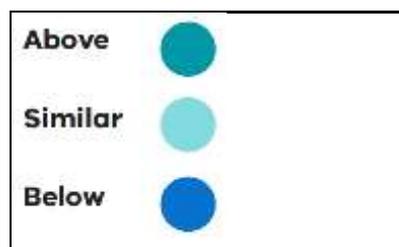


What does *School Comparison* refer to?

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').