

# 2018 Annual Report to The School Community



**School Name: Weeden Heights Primary School (5157)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 17 March 2019 at 02:15 PM by Kylie Campbell  
(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 24 April 2019 at 05:04 PM by Kirsty White (School  
Council President)

## About Our School

### School context

Weeden Heights Primary School in Vermont South is a dynamic, nurturing and vibrant learning community with a focussed commitment to providing exemplary programs in an engaging and safe environment. Students are empowered and supported to achieve personal excellence; to become successful lifelong learners; to be active and informed global citizens; and to develop self-esteem and confidence. We have high expectations of our students and our school core values are; Respect, Personal Excellence, Curiosity and Creativity and Collaboration.

Weeden Heights has an excellent reputation for providing high quality education with a strong focus on academic success particularly in English and Mathematics. These results are achieved through favourable student/teacher ratios and a committed approach to continuous improvement by developing personal learning approaches catering for the needs of the individual learner. Students with talents are challenged within and beyond the classroom and those requiring additional support are assisted through specialised learning programs. We celebrate our cultural diversity, foster a strong sense of community and believe strongly in engaging parents as partners in their child's education.

The school designs curriculum around the development of the 'whole child'. Student wellbeing (social, emotional, physical, behavioural and creative) is also developed through the school's approach to teaching social skills and our school values. We provide extension and enrichment programs to challenge students' and enhance the talents of all students. Our specialised learning programs assist all students to become confident critical thinkers and learners. These engaging and challenging programs equip our students with essential life-long skills to be successful learners in the 21st century.

Mobile and digital technologies are integrated throughout all classrooms with interactive whiteboards, net books and i-pads available to all students. The school has a dedicated STEAM classroom with a specialist teacher to further enhance the extensive science program and support our ongoing relationship with science programs conducted through Deakin and Monash Universities.

From the Foundation year through to year six, our students participate in specialist programs, which include; Language, Physical Education (including water safety and swimming program), STEAM, Visual Arts and Performing Arts. The school is very proud of the Stephanie Alexander Kitchen Garden Program, which enhances the school's inquiry learning approach, focusing on environmental science, food technology and sustainability and also promoting healthy choices and living.

We offer a wide range of extra-curricular and co-curricular learning, which include lunchtime activities and competitions, musical and performing arts workshops, sporting events and a chess club. Our students are also take active role in a variety of competitions and enrichment activities: including public speaking competitions, visual arts competitions and chess tournaments, Wise Ones Gifted program, Tournament of Minds, Math's Olympiad, Premiers' Reading Challenge, and ICAS – University of New South Wales Competitions. At Weeden Heights, we support and respect each student's cultural and ethnic background. We pride ourselves on our friendly and supportive school community and value and encourage engagement from parents. Our teachers and Principal are readily accessible and important events and achievements are communicated through our website, Flexibuzz phone app, newsletters, Facebook page and weekly assembly. We greatly value parental involvement, whether it is through working bees, contributing as a classroom helper, or by becoming a member of Parent & Friends Association or School Council.

The school has excellent facilities, extensive grounds and an expansive hall. We also offer an Out of School Hours Care (OSHC) program and vacation care program which is operated by School Council and facilitated by staff members. With an average class size of 21 in the junior school and 25 in the senior school, the current student population of 172 is well supported by professional and caring staff comprising of 9.9 equivalent full time

teachers, 3.9 full time equivalent education support staff in classrooms and two office staff (including a fulltime Business Manager), a Student Wellbeing Officer (funded outside of the staffing ration) and a Principal. In term four we added a fulltime Learning Specialist and a 0.4 Assistant Principal to the team.

### **Framework for Improving Student Outcomes (FISO)**

Implementing the FISO framework further into the school's approaches and with the development of the 2018 Annual Implementation Plan, the focus for Weeden Heights PS was on; 'Excellence in Teaching and Learning' (building practice excellence, and curriculum planning and assessment) and developing a 'Positive Climate for learning' (empowering students and building school pride; intellectual engagement and self awareness).

Extensive opportunities for professional learning was provided to all staff to further enhance consistent whole school teaching practices. In 2018, we further implemented the VOICES writing program, spelling program and continued to refine the CAFÉ reading approach. The whole school spelling program was reviewed and a commitment to consistent approaches and practices linked to student writing was agreed on and implemented. The teachers were well supported through professional learning provided by the school's literacy consultant and the FISO community of practice network.

With the introduction of HITS (High Impact Teaching Strategies), teachers focused on enhancing elements of the whole school teaching and learning approaches while developing key high level teaching approaches. Peer observations and higher expectations enhanced the implementation of H.I.T.S. In term 4, a Learning Specialist was appointed and began work on enhancing the current peer observation practices and was introduced to promote excellence in teaching through coaching.

The STEAM program (F- 6) featured a whole school coding online program and further developed the robotics. School level leaders facilitated regular curriculum planning sessions and the allocated professional practice days, allowed for consistent practice across the teams and future planning.

The whole school assessment and reporting focus on data literacy (along with our network FISO cluster group) was ongoing in 2018. Staff further analysed student data to inform their teaching and to further enhance personalised learning programs for students with a focus on writing. The FISO network completed two moderated writing sessions with one being facilitated by the allocated E.I.L. (Education Improvement Leader for Inner East). The writing tasks promoted discussion around the developmental process of writing and judgments against the Victorian Curriculum.

Teachers continued to design curriculum to cater for the diverse needs of all learners in the classroom and student's individual learning goals. Teachers monitored achievement through the Essential Assessments package and the implementation of the assessment schedule. Data was tracked through Accelerus, the school's reporting package. Our whole school transition program, Bright Beginnings, always compliments this process as students negotiate clear conditions for learning within their classroom, identify how to work effectively as a team and how to develop themselves as learners.

### **Achievement**

Weeden Heights Primary School is extremely proud of its achievements and excellent results in student learning. Measures in both English and Mathematics have been strong and continually exceed the state mean in areas measured. Across the school (Foundation – Year 6), assessments against the Victorian Curriculum standards identified that 94% in English and 98% in Mathematics of all students achieve at or above the expected level in all aspects of literacy and numeracy. Weeden Heights makes a positive difference to improving student performance and these results are indicative of high quality teaching and learning across the whole school. Enhanced learning opportunities for all students develop continual improvement.

Our school results in the National Assessment Program (NAPLAN), are outstanding over the four year average with a strong performance that continually exceeds the state mean and shows medium - high learning growth. Weeden Heights PS performs at a higher level than most similar schools.

A range of diagnostic procedures and assessment tools are implemented to identify the individual learning needs of all students, improve learning performance and enhance the instructional program. Assessment is ongoing, through the use of formative and summative assessment. We use Individual Education Plans as a tool to set learning improvement goals and these are revised regularly. We have a strong emphasis on curriculum planning, implement a whole-school assessment schedule and collect student learning data, which enables us to track individual student progress.

Weeden Heights PS prides itself on offering many opportunities to enhance the academics through extension and enrichment opportunities. Extension Mathematics, Bridges Reading program, extension groups, extra support time have supported students in their classrooms. The kitchen/garden program, while targeting the science curriculum, reinforces the practical application of numeracy and literacy skills.

In 2018, the school implemented a whole school strategic direction with an emphasis placed on the reinforcement of the school's VOICES writing program. The whole school spelling program was enhanced and committed to across the whole school. Professional learning continues to build teacher capacity in a range of curriculum areas, including English, Inquiry Learning and STEAM (Science, Technology, Engineering, Arts and Mathematics). Students have continued to have greater 'voice and choice' in their learning and further engagement with digital technologies to improve student learning outcomes.

## Engagement

Weeden Heights PS is committed to providing a safe, secure and stimulating learning environment where students can reach their full potential. Students, when happy and healthy, support a positive school culture that engages and supports their learning.

The outstanding high scores in all variables of the 2018 Attitudes to School Survey clearly indicates that Weeden Heights Primary School students are engaged, have a strong sense of belonging and a high degree of learning confidence and connectedness to the school and their peers. The students have made judgements that have placed Weeden Heights and themselves well above the 80th percentile (in the fourth quartile) in every element of the survey. The extremely positive results also highlight that staff, programs and resources, together with our student management procedures are appropriate for all students.

Our students scored Student Motivation, Stimulating Learning, Learning Confidence, Connectedness to Peers and Classroom Behaviour very highly, reflecting the high quality teaching and learning that is taking place and the value of engaging programs such as the Stephanie Alexander Kitchen Garden Program, public speaking and school leadership program.

With a consistent whole school approach to teaching Inquiry Learning, students have continued to develop their higher order thinking skills. Investigations were designed to increase opportunities for students to develop 'voice and choice' and this was also enhanced through the writing of personal learning goals and an increased use of assessment tools involving self and peer evaluations.

Students were well supported with a broad variety of creative specialist subjects available for all prep to year 6 classes. We are proud to be able to offer: Visual Arts, Performing Arts, Language, STEAM, Physical Education and a language (French). Students further developed their coding abilities through the classroom program and a lunchtime club co-ordinated by student leaders.

The school culture is influenced by a common purpose through acknowledging and pursuing high personal performances whilst embedding a social framework to support learning programs. Individual Education plans

were developed to support the next stage of learning for each student across the school.

## **Wellbeing**

Student wellbeing is a most important aspect of a student's time at school and is highly valued. Weeden Heights Primary School students feel extremely safe in a supportive environment that enhances their health, wellbeing and opportunities to learn. This is supported by the results of the parent and student opinion surveys, which both demonstrate that our parents and students feel that their school is a safe and nurturing learning environment.

Our outstanding whole school Bright Beginnings transition program ensures comprehensive transitioning opportunities for all students as they move from one level to the next. This program establishes high learning expectations and accountable behaviours for all students through positive reinforcement and agreed reward systems. This ensures a safe and inclusive environment where bullying is not tolerated and where everyone is treated with respect. Restorative practices are also implemented across the whole school and form part of everyday conversations.

The school values of: Respect, Personal Excellence, Curiosity and Creativity and Collaboration as well as the 'You Can Do It' foundations, underpin the whole school social skills and wellbeing program. The Bounce Back program was further implemented to enrich the social skills program. In 2017 the school received a grant to become a Respectful Relationships school. The social curriculum was reviewed and units of work were aligned to the Respectful Relationships Framework.

Through the implementation of the Strategic Plan, the school continued to reinforce 'Mindfulness and Meditation' practices and techniques. Students will continue to develop strategies to support themselves during learning time and further enhance their awareness of themselves. Strategies are taught through the classroom program and the weekly social skills lessons.

Weeden Heights PS is an accredited E-Smart school. Cyber safety is covered comprehensively at the start of each year and is linked to the learning agreements signed by all students and their parents. Students have many opportunities to participate in buddy activities, both formally and informally across the school. Our Year 5 and Foundation year students participate in the 'Better Buddies Program', established by the Alannah and Madeline Foundation. The buddy program helps students to feel valued and supported, teaches important social skills while creating a caring ethos within our school.

We continue to target improved student safety and wellbeing in line with our Student Engagement and Wellbeing Policy, school values and Restorative Practices approach. We are also most fortunate to have successfully been granted Chaplaincy funding through a government grant and employed a Wellbeing Officer who supports groups and individuals at the school.

Weeden Heights PS has a very welcoming and connected community. The Parent Opinion Survey results clearly indicate that parents feel their child is safe at our school and they are satisfied with the way that the school manages student learning and behaviour. With an extensive reporting system, parents have found the feedback on their child's learning invaluable.

At Weeden Heights PS we have good attendance data and student absence data has been maintained. Family holidays impact on this data and we continue to work towards communicating the message that "Everyday Counts".

## **Financial performance and position**

Weeden Heights Primary School continues to operate in a sound and secure financial environment.

A balanced budget approved by School Council directed an increased proportion of available funds to all curriculum areas providing extensive and current resources for our students.

Funds available through the Student Resource Package are complemented by the fundraising activities of our dedicated and enthusiastic PFA, external grants (Chaplaincy and Sporting Schools) and trading operations (school owned and operated OSHC).

Monies generously given by our community to the Building and Library Funds were expended appropriately for purchases clearly identified in the school budget and as approved by School Council.

Accountable and compliant management combined with effective financial and budget management processes have left the school at the end of the 2018 school year with a healthy surplus to be carried forward into 2019 for continued improvement in student learning resources and opportunities and the maintenance and upgrade of the physical learning environment.




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

## Performance Summary

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

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

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

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

### School Profile

#### Enrolment Profile

A total of 172 students were enrolled at this school in 2018, 83 female and 89 male.

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

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

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

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





#### School Staff Survey





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

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






## Performance Summary


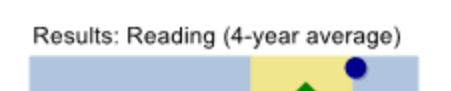







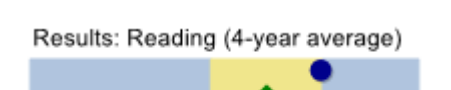






Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Higher</p> <p> Higher</p>



## Performance Summary

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




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





## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>40%</td> <td>27%</td> </tr> <tr> <td>Numeracy</td> <td>40%</td> <td>33%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>53%</td> <td>7%</td> </tr> <tr> <td>Spelling</td> <td>67%</td> <td>27%</td> <td>7%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>40%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	40%	27%	Numeracy	40%	33%	27%	Writing	40%	53%	7%	Spelling	67%	27%	7%	Grammar and Punctuation	27%	40%	33%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b>                      A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>92 %</td> <td>94 %</td> <td>96 %</td> <td>96 %</td> <td>94 %</td> <td>96 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	94 %	96 %	96 %	94 %	96 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	94 %	96 %	96 %	94 %	96 %										

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</p>

## Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,544,489	High Yield Investment Account	\$252,763
Government Provided DET Grants	\$223,640	Official Account	\$20,102
Government Grants Commonwealth	\$71,429	Other Accounts	\$132,383
Revenue Other	\$11,430	<b>Total Funds Available</b>	<b>\$405,247</b>
Locally Raised Funds	\$296,415		
<b>Total Operating Revenue</b>	<b>\$2,147,403</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$7,914		
<b>Equity Total</b>	<b>\$7,914</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,365,551	Operating Reserve	\$88,088
Books & Publications	\$2,229	Other Recurrent Expenditure	\$4,002
Communication Costs	\$4,969	Funds Received in Advance	\$43,090
Consumables	\$31,088	School Based Programs	\$111,393
Miscellaneous Expense <sup>3</sup>	\$183,834	Asset/Equipment Replacement < 12 months	\$20,142
Professional Development	\$3,279	Maintenance - Buildings/Grounds < 12 months	\$39,664
Property and Equipment Services	\$112,435	<b>Total Financial Commitments</b>	<b>\$306,379</b>
Salaries & Allowances <sup>4</sup>	\$160,192		
Trading & Fundraising	\$46,844		
Utilities	\$28,308		
<b>Total Operating Expenditure</b>	<b>\$1,938,729</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$208,674</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

- (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)

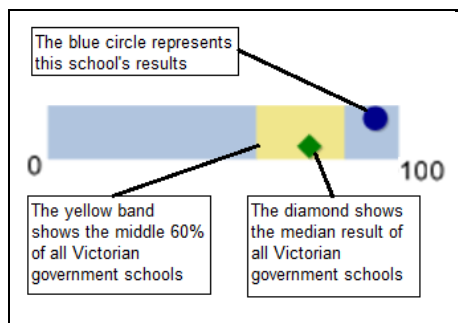
### Engagement

- 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).

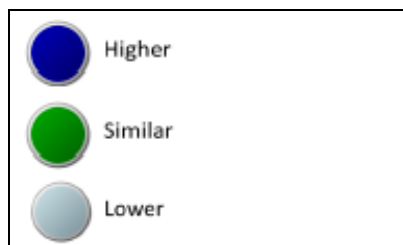


## What does *School Comparison* refer to?

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').