

2018 Annual Report to The School Community



School Name: Kingsville Primary School (3988)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 28 March 2019 at 12:44 PM by Kathleen Ginnane
(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 09:21 PM by Terry Cumming
(School Council President)

About Our School

School context

Kingsville Primary School is located in the Yarraville/Kingsville area west of Melbourne, 9km from the CBD and is part of the South Western Victoria Region of government schools. The school is proud of its long and rich history and in 2019 it will celebrate the significant milestone of providing 100 years of education.

Enrolment in 2018 remained steady with 628 students recorded at February census and, 629 at the end of the year. Student numbers overall continued to be bolstered by current families with 30% of the 2018 Foundation (prep) cohort having a sibling at school. Policy and procedure relating to enrolment ensured that places were available for all families who requested them i.e. from within the government deemed neighbourhood area.

The Student Family Occupation and Education index takes into account parents' occupations and education. For 2018 the SFO index for Kingsville Primary School was 0.2125 which gave us a rating as HIGH for our socio-economic profile.

In 2018 students were supported by a dedicated team of professionals. This saw 42.0 equivalent full time staff including, 3.0 Principal class members and, 7.0 administrative / education support staff. The provision of a PYP (Primary Years Programme Coordinator), Leading Teacher and, specialist and intervention staff ensured achievement, student engagement, learning growth and support for each Kingsville student.

Kingsville is an IB World School authorised by the International Baccalaureate Organisation to deliver the Primary Years Programme. This inquiry based learning framework provides for comprehensive delivery of the Victorian Curriculum and implementation ensures reliable, vigorous and rich provision supported by research and innovative practice. The school is clear in its resolve being, to build a purposeful community of active learners equipped to meet the challenges of a rapidly changing world and, develop to become responsible global citizens. In 2018 a highly professional staff worked to build a culture of collaborative learning. They were supported in their work by a school community whose members continued to enhance the learning environment in a myriad of ways. Kingsville's emphasis on continuous improvement and high levels of reliability saw a focus on Literacy and Numeracy with explicit teaching, as well as effective and purposeful integration into the inquiry process through transdisciplinary teaching. This in turn drove the focus of professional learning across the school.

The school benefits from a clear sense of community evidenced by the existence of a strong home school partnership and pleasing levels of parent participation across a wide range of areas. The annual DET, Parent and, Student Opinion Surveys are designed to assist schools in gaining an understanding of parents and students perception of school climate, engagement and relationships. In 2018 the results of the "Students Attitudes to School Survey" (years 4, 5 and 6), were very pleasing and saw improvement across all survey factor areas. Sense of Connectedness and, Management of Bullying were above state median and at the high end of the middle 60% of Victorian Government Primary Schools. Twenty three percent of parents from the sample of 188 responded to the 2018 Parent Opinion Survey. This was a significantly lower response rate than in previous years and 2019 will see work undertaken to address levels of parent engagement which should in turn impact positively on the number of responses gained .

In 2018 the school participated in the DET School Review and Improvement process. This saw successful undertakings and outcomes which engaged all stakeholders staff, students, parents and school council in reflection and analysis of school journey over the 2015-2018 period. The planning and collaboration resulted in a Strategic Plan to guide and direct the next set period being 2019-2022.

School Council are congratulated and acknowledged for their governance and support during the 2018 year.

Framework for Improving Student Outcomes (FISO)

The 2018 Annual Implementation Plan: for improving student outcomes, outlined the school focus on the determined priorities and aligned improvement initiatives for the year.

These priorities and initiatives were directly aligned to the Victorian Government "Framework for Improving Student Outcomes" - (FISO) and were

- Priority 1 – Excellence in Teaching & Learning - Initiative Building Practice Excellence
- Priority 2 - Positive Climate for Learning - Initiative Empowering Students and Building School Pride
- Priority 3 - Positive Climate for Learning - Initiative Setting Expectations and promoting Inclusion

Progress and achievement was significant during the reporting year and actions contributing to this included –

In "Building Practice Excellence"

- ensuring a dedicated professional learning focus on Writing
- working to develop a consistent approach to Writing across the school
- development of a Continuum on Writing
- establishment of a Literacy Improvement team
- appointment of a Literacy Lead

In "Empowering Students and Building School Pride"

- increased opportunity for Student Voice
- enhanced profile of student leadership team
- student participation in the school review and improvement process
- student leadership of lunchtime clubs
- authentic inquiry action leading to community involvement

In "Setting Expectations and Promoting Inclusions"

- an increased range of parent options for parent/teacher meeting times
- involvement of parents and students in school review and improvement process
- significant improvement across all factors in the Attitudes to School survey results

In 2018 effective teamwork again contributed to overall success and, a range of learning communities including school improvement teams worked to regularly evaluate initiatives and assess their impact on student learning outcomes. These teams contributed to collaborative culture and ensured a focus on continued growth.

Achievement

Kingsville Primary School sets high expectations and is committed to the academic and personal growth of each student. In 2018 teacher assessment against the Victorian Curriculum (F-10) and the National Assessment Program Literacy and Numeracy (NAPLAN), evidenced satisfactory attainment levels of our students.

Achievement in Literacy and Numeracy in both Year 3 and Year 5 was above the state median and, at a similar range when compared to schools with a like mix of students (school comparison)

Naplan Year 3 Reading – results were categorised above state median and close to the top end of, the middle 60% of all Victorian Government Primary Schools and, as Similar results with regard to school comparison. The 4 year average results were excellent ranked in the higher range of all school results and classed at Similar with regard to school comparison.

Naplan Year 3 Numeracy – results were at the state median of the middle 60% of all Victorian Government Primary Schools. The 4 year average results were at the top end of the middle 60% of all Victorian Government Primary schools and, moving into the higher range. They were also classed at the Similar results with regard to school comparison.

Naplan Year 5 Reading – results were at the high end of the 60% of all Victorian Government Primary Schools. They were above the median for all Victorian Government Primary Schools and, classed as Similar with regard to school comparison. The 4 year average results saw a clear move into the top percentage of schools section in

the state and, at a Similar classification for school comparison.

Naplan Year 5 Numeracy – saw results at the top end of the middle 60% for all Victorian Government Primary Schools and, well above the median. The 4 year average results was excellent with results in the Higher range for all schools and classed as Similar with regard to school comparison.

Naplan Learning Gain Year 3 & 5

Results for 2018 indicated low growth in Reading, Numeracy, Writing, Spelling and Grammar & Punctuation to be between 19% to 31%. Percentages of medium growth ranged between 38% to 63% and high growth averaged 26% across the 5 areas.

Students supported through the Program for Students with a Disability, all showed progress at satisfactory or above in achieving their individual goals as set down in their individual education. Contributing significantly towards all student learning outcomes and results was a continued focus on practice excellence. Work was ongoing in building the capacity of every teacher to ensure high quality and consistent reliable practice was possible, visible and sustainable throughout the school.

In line with the goals set in the 2018 Annual Implementation Plan, there was ongoing emphasis on maximising the learning and growth in Literacy and Numeracy for each student. Work continued to ensure that the assurance of the non negotiables of instruction and practice at KPS was a priority and, something every member was held accountable for. In turn, the monitoring of individual student performance, strategic intervention, scaffolding and, effective use of individual learning plans continued to impact positively on student learning outcomes. The Primary Years Programme continued to be the pedagogical framework used to deliver the Victorian Curriculum (F-10) being the coherent and comprehensive content to be taught.

Engagement

Kingsville students continued to demonstrate that they feel engaged and connected to their school and collectively we are proud of the programs and provision across all levels which assist in building resilience, persistence, engagement and social capacity. The work in this area is ongoing, intentional and, in 2018 included programs such as School Leaders Program, Step Up / Transition Program along with, grade buddy mentor partnerships. A range of opportunities for student voice and development of student agency continued to be nurtured along with, key leadership possibilities across the school. Students were also authentically engaged as stakeholders in the school review process via forums and surveys.

The stated values of the school are lived out through the expectations set for day to day school life and interaction between all members of the school community. Engagement is enhanced through performance, drama, debate, oratory, student action and weekly assembly performances and, in 2018 an increased range of extracurricular clubs and lunchtime activities were provided for students. These included poetry, drama, puzzles, robotics, ukulele, table tennis, gardening and drawing. A focus on 'Restorative Justice' practices continued to assist students to gain skills in rational conflict resolution processes and, the ability to reframe their thinking to increase personal resilience. Professional learning aligned to staff induction processes provided opportunity for new staff to develop skill and knowledge related to these key expected areas of practice. The school continued

to ensure a comprehensive approach for supporting students with academic and social or emotional needs and KPS staffing and resourcing actions acknowledged and addressed such needs. The Primary Years Programme saw a strong focus on the social and emotional development of children and continued to assist in building a culture of possibility. The annual Year 6 PYP Exhibition again provided a challenging learning engagement opportunity which showcased the attitudes, positive learning habits and, personal attributes that have been developed and nurtured for each child throughout their years at KPS.

Parent participation is a highly valued aspect of school life and involvement is encouraged at the whole school and classroom level. During 2018 the school successfully engaged with the community via a range of celebrations and events and parents/guardians as stakeholders actively participated in the school review process. Their reflections and feedback were sought and their views and opinions were acknowledged by the review team and, utilized in the review report writing process. The Friends of KPS, a subcommittee of school council were instrumental in raising awareness of parent involvement and support for community events. Parent involvement in the everyday life of the school via a range of voluntary actions including assistance in the classroom and, a number of other areas remained high throughout 2018. Their presence contributed greatly to the engagement levels of students across the school. The Parent Opinion Survey "positive responses" saw a result of 77% of parents who responded being satisfied with the school overall and, a 72.4% endorsement ie agree or strongly agree. There were High positive responses recorded across all Framework Factors with stand out percentages of 90 and above in the Domains of "School Ethos and Environment", "Student Development" and "Managing Bullying". There were however insufficient positive responses to move the overall survey result to "at or above" state median for all Victorian Government Primary Schools which in 2018 was 85.1%. Work to address this in 2019 will aim to engage parents and raise awareness further regarding the importance of having a voice and participating which, if effective is expected to increase the overall number of parent survey responses reduce neutral and increase positive results.

In 2018 the developing 'Student Voice Program' continued to provide opportunity for authentic action by students at all levels across a range of areas in response to identified student need and interest. A comprehensive camping, water safety and excursion program worked to develop social skills, leadership team work and interdependence. Student attendance rates were sound with data showing an achievement average of 93.5% attendance for students which was similar to comparison schools. The school continued in 2018 to proactively monitor and manage student absence rates and employed the use of the Compass Management System to assist with this along with, ongoing personal communication with parents. Engagement with students in building the expectation of attendance was a focus in classrooms as well as whole school and, level assemblies.

Wellbeing

Our school facilitates a strong transition program which supports students in moving confidently between the various stages of schooling. Transition at Kingsville, continues to be viewed as not a point in time event but rather, an ongoing experience that if begun well should continue to support students throughout their school life. Ongoing priorities during 2018 included extensive and informed professional best practice information sharing about each child. This involved engaging effectively with a range of pre-school settings to ensure all relevant information was available to Foundation teachers. Staff and leadership of the school worked strategically to ensure students and their families felt welcomed and connected to the school. This was facilitated through effective pre-school contact, an orientation program for children and, strong family induction and support via a range of activities leading through from late 2017 to early 2018. All Foundation students were involved in the Buddy Program in their first year at school. The success of this initiative historically sees many of these friendships continued for a number of years throughout primary school life.

Our Year 5 and 6 students worked and were supported through their preparation for secondary school with a continuing focus on personal organization and time management. A 2018 priority was to further build resilience, agency and, provide activities to assist in the development of personal capacity with regard to the requirements and challenges related to transition to secondary school. The "Leaving Their Mark" initiative (part of the KPS

journey) saw Year 6 students again organise and fund specific agreed actions. In Term 4, the traditional school "Rights of Passage" experiences and the Year 6 PYP Exhibition, all formally marked and acknowledged transition to Secondary school.

The Student Attitudes to School Survey completed on line in 2018 by year 4, 5 and 6 students saw a significant improvement in results. The school moved to above the median of all schools and at the top end of results for the middle 60% of Victorian Government Primary Schools. In percentages of positive results improvements were spread over 98% of the survey factors when compared to 2017. Standout areas were overall positive percentage scores in "Classroom Behaviour", "High Expectations for Success", "Motivation and Interest" and "Sense of Inclusion" along with, "Feeling Safe at School". Such improvement in a 12 month period was noted by the 2018 School Review Team in the KPS School Review Report. From being a school comparison ranked Lower in 2017 we moved to Similar in 2018. The results demonstrate that on balance when compared to similar schools KPS students are motivated and confident learners and, have a strong sense of connectedness and inclusion along with sense of voice and agency.

The Kingsville Primary School School Council and Sub Committees, ensured that the needs of students were the priority consideration in all resourcing decisions relating to programs and provision.

Kingsville Primary school students were supported throughout the reporting year in forging connections with other schools. These included local, national and international schools as they built their capacity to take action, collaborate, inquire and demonstrate that they are developing as internationally minded young people.

Financial performance and position

Kingsville Primary School maintained a very sound financial position throughout 2018. The school's Strategic Plan 2015-2018, along with, the Annual Implementation Plans, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The 2018 budget clearly reflected Kingsville's provision priorities and all decisions made in developing and approving components of budget acknowledged strategic intent. The budgetary cycle processes were thorough and in line with government expected processes and timelines. They included decisions regarding appropriate levels of cash reserves to be maintained to meet any short or, longer term unplanned / urgent or, unexpected budgetary variations necessary. The financial commitments statement indicates an acceptable level of support for ongoing school development and, reserves to provide for planned expenditure and budget variations that may be required. The school community via fundraising activities made a valued contribution to the school level of locally raised funds which, in line with program budgeting processes provided for a range of expenditure across a number of individual programs.

The overall strategic financial planning throughout 2018 ensured the school is in a very sound financial position for both current and future needs.

For more detailed information regarding our school please visit our website at
<http://www.kingsvilleps.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 628 students were enrolled at this school in 2018, 314 female and 314 male.

11 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	72.4	85.1	78.3	91.6

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	83.4	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	97.3	90.1	82.6	95.3	Similar
Mathematics	96.1	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	82.8	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	72.7	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	73.1	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	71.4	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	87.1	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	76.7	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	77.4	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	78.6	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	31.1	37.8	31.1
Numeracy	28.8	47.9	23.3
Writing	23.6	54.2	22.2
Spelling	19.4	62.5	18.1
Grammar and Punctuation	22.2	43.1	34.7

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	12.3	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	12.6	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	94	93	94	94	95	93	93

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	86.8	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	79.2	81.7	73.8	88.7	Similar

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	85.8	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	79.3	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$5,062,481
Government Provided DET Grants	\$634,181
Government Grants Commonwealth	\$8,804
Government Grants State	\$0
Revenue Other	\$28,371
Locally Raised Funds	\$643,980
Total Operating Revenue	\$6,377,816

Equity ¹	Actual
Equity (Social Disadvantage)	\$24,651
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$24,651

Expenditure	Actual
Student Resource Package ²	\$4,084,476
Adjustments	\$0
Books & Publications	\$8,829
Communication Costs	\$7,340
Consumables	\$101,018
Miscellaneous Expense ³	\$419,218
Professional Development	\$25,125
Property and Equipment Services	\$325,763
Salaries & Allowances ⁴	\$13
Trading & Fundraising	\$78,705
Travel & Subsistence	\$0
Utilities	\$47,554
Total Operating Expenditure	\$5,098,040
Net Operating Surplus/-Deficit	\$1,279,776
Asset Acquisitions	\$16,770

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$1,036,603
Official Account	\$17,958
Other Accounts	\$0
Total Funds Available	\$1,054,561

Financial Commitments	Actual
Operating Reserve	\$145,693
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$55,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$185,000
Capital - Buildings/Grounds < 12 months	\$185,000
Maintenance - Buildings/Grounds < 12 months	\$203,868
Asset/Equipment Replacement > 12 months	\$80,000
Capital - Buildings/Grounds > 12 months	\$200,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,054,561

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').