

2018 Annual Report to The School Community



School Name: Frankston Heights Primary School (4815)



- 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 29 March 2019 at 01:40 PM by Cheryl Clark
(Principal)

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

Attested on 30 April 2019 at 04:35 PM by Rob Colcott (School
Council President)

About Our School

School context

Frankston Heights Primary School is located in Heatherhill Rd Frankston. The school services approximately 245 families with a current enrolment of 333 students, with a student family occupation and Education SFOE index at 0.4455. Student enrolments were 252 in 2015 and have been steadily growing over the past 4 years. In 2018, the school's Teaching FTE was 17.5, with Support Staff FTE of 3.8. Our school prides itself on being a smaller, caring school community and as such, values and promotes community participation through classroom helpers, working bees, canteen, excursions and camps. A team of experienced staff is actively supported by School Council. A very supportive parents group known as 'Friends of Heights', take an active role in the co-curricular life of the school.

Our purpose is to have high expectations of ourselves and others in a socially responsible manner.

Values: At Frankston Heights we value -

1. Honesty, Integrity and Innovation
2. Tolerance and respect for others
3. A safe and friendly caring environment
4. Community involvement
5. A desire to learn and be successful
6. Acceptance and appreciation of diversity within our community

The school's mission is to provide an environment that is reflective of its core values: Respect, Responsibility and Resilience. The central concern of the school is the child and the basis of all dealings with each child is that he/she will receive respect, care and concern at all times. All children are valued and given the opportunity to participate in achieving their potential through a stimulating and challenging curriculum.

At Frankston Heights Primary School students are learning for life through innovative, vibrant learning experiences. The school adopts a student centred, personalised approach to learning in a safe, secure and supportive environment. Students feel valued and are given guidance, choice, ownership and the tools to explore learning.

The educational program offered by Frankston Heights Primary School is highly regarded within the community. Emphasis is placed on Literacy and Numeracy, with P-6 'Units of Inquiry' being implemented through a 2 year scope and sequence. The curriculum was audited to ensure a comprehensive coverage of the curriculum at each level.

The school prides itself on the breadth and depth of curriculum with specialist staff providing high quality programs in Performing Arts, Visual Arts, Science, Physical Education and Italian. Opportunities are planned for students to expand upon their interests and further extend their learning through choirs, soirees and performing arts experiences, such as Wakakirri, school productions, music lessons in piano, guitar, drums and vocals. Similarly, children are extended in digital and design technologies through beebots, robotics and coding programs. Students are encouraged to design, create, evaluate and share personal coding projects and present these at the Northern Peninsula Network student conference. For the past 2 years our school has been one of those who has presented to other students and teachers and run student led workshops to teach others how to design coding games.

Our students have a large spacious playground, with 3 separately defined areas for play equipment comprising of monkey bars, slides, swing bridge, tower, a full sized football oval, an outdoor basketball court, an internal 3/4 size basketball court in our school hall, a fully equipped gymnasium, synthiturf area and a natural tea tree bush area, where the children love building cubby houses and running freely. Our school promotes healthy active individuals with Nude Food each week and offers a funded 'active after school program' each term.

A dedicated Art Room, Performing ARTS room located on the stage section of the hall, large Library in the admin building, and dedicated teaching spaces to run Science, Italian and OSHC. The PE program enjoys spacious outdoor facilities and a large hall to run a full program through the Winter months and inclement weather. The school has physically transformed through the completion of a major capital works program in July 2018.

Enrichment Programs such as swimming for Prep to Year 6, camps for years three to six, excursions and incursions, interest based lunch time programs, whole school productions, HPV challenge and chess club, complement curriculum areas across the school. Students in Year 5/6 engage in enrichment electives each

week to pursue project based learning on areas of interest ranging from advanced dance, computer coding, iPads, woodwork and archery.

Frankston Heights Primary School has become a Lead "Respectful Relationships" school and encourages the development of positive interpersonal relationships throughout the school community. Previously a "Kids Matter" school, the social and emotional wellbeing of all students is highly prioritised.

Framework for Improving Student Outcomes (FISO)

Frankston Heights Primary School strives to provide a rich, inclusive, student centred learning environment to support the holistic development of all children. Committed to cultivating a collaborative learning culture and using evidence based research to continuously drive whole school improvement, the school's 2018 FISO priority was Excellence in Teaching and Learning with a specific focus on 'Building practice excellence'. Three key improvement strategies were identified to facilitate the school's improvement agenda:

- Embed student feedback, learning intentions and success criteria
- Embed a collaborative teamwork, high performance and accountability for improving student learning outcomes and
- Effectively analyse data to plan differentiated learning sequences ensuring students can articulate their learning.

Ongoing professional learning through the engagement of curriculum consultants in literacy and numeracy facilitated the continued development of teachers' curriculum and assessment knowledge and their pedagogical repertoire. Consolidation of the school instructional framework in English and Mathematics, which incorporates evidence based high impact teaching strategies, supported greater consistency of teacher practice and provided opportunities for teaching teams to reflect on and extend current practice.

Achievement

The development of effective and consistent teaching practices to improve student achievement is a key priority at Frankston Heights Primary School. Multiple sources of student learning data are collected through formative and summative assessment practices to ensure targeted intervention, scaffolding and extension. Weekly data meetings provide teaching teams with the opportunity to collaboratively reflect on their practice and plan learning experiences to address the needs of students. A whole school systematic approach to data collection and evaluation is supported by the SPA (Student Performance Analyser) program, which enables teachers to analyse a range of data sets to accurately determine student achievement levels. The school Reading (CAFÉ), Writing (VOICES) and Mathematics frameworks support consistent practices across the school, providing opportunities for all students to achieve the best possible outcomes.

The 2018 NAPLAN results highlight the school's ongoing commitment to the development of a sustainable school improvement culture that focuses on quality teaching, learning and student achievement. The percentage of students in Year 3 in the top two bands for Reading, Writing, Spelling and Numeracy is relative to similar schools, (schools with students whose background characteristics reflect our students). Achievements in the Year 3 Grammar and Punctuation assessment indicate the percentage of students in the top two bands is above both similar schools and the state benchmark. The percentage of Year 5 students achieving high relative growth on the NAPLAN assessments is comparable to similar schools and the state in Reading, Writing, Numeracy and Grammar and Punctuation.

In 2018 our staff continued to access extensive professional development opportunities from consultants working in the school. This involved whole school Professional Development sessions, curriculum planning assistance, coaching, modelling and providing feedback around teaching practice.

In 2019 the school will continue to embed a consistent whole-school pedagogical approach in Reading, Writing and Numeracy that is underpinned by evidence based research and a collaborative learning culture where impact on learning is consistently evaluated. To guide and inform curriculum planning and teaching practice, all staff analyse student data, in accordance with the assessment schedule, through weekly team meetings, to plan differentiated learning sequences ensuring students can articulate their learning. Teachers focus on planning for

student feedback and dedicating time in lessons to enable students to articulate their learning. Our future work in Literacy and Numeracy will be to embed consistency in practice through implementation of our whole school instructional models, build staff capacity to plan and implement a high quality differentiated program to meet all students needs, utilise a wide range of data sources to assess learning and set challenging curriculum plans to improve the teaching and learning across the school. DET initiatives, such as the Pedagogical Model, will be utilised to guide our practice, assist in achieving our goals and measure the impact on student learning.

Engagement

Frankston Heights Primary School aims to have all students engaged with their learning, feel connected to the school and community and be self-motivated to learn. It is imperative our school empowers students and builds school pride, by providing an engaging and student centred learning environment. To achieve these aims, the school has expanded its digital resources to increase the number of computers and iPads across the school to a ratio of approximately one device per 1.29 students (lower than state mean) to make technology more accessible and transform students' learning. The school has funded a significant increase in resources to support the teaching of 'coding' across the school. The juniors are using BeeBots to assist them in coding and numeracy. Sphero robots and LittleBits electronic and building resources were used by the upper students. They use block coding skills to program different commands, including movement, lights, sounds and other functions. They have also explored block coding to demonstrate various concepts in maths and inquiry learning. The school aims to continually improve its digital resource allocation in the future to keep our student/device ratio below the state primary school mean.

Professional development under the Learning Specialist STEM Leader has aimed to build staff capacity in teaching and learning. Staff are surveyed each year with the data analysed to target areas of need. Our main improvement has been in the area of 'Leading Digital Learning' where more staff are feeling confident and more capable of facilitating peer-learning and demonstrating new and emerging technologies across the school. Coaching has been utilised to assist teachers to thoroughly plan, find resources to support the learning and develop activities that are highly engaging and student-centred. Building teachers' capacity, skills and knowledge will continue to be a focus for our school to improve student engagement and learning outcomes.

Minecraft was implemented from Years 3-6 and many students enjoyed showing their creativity, designing different structures, environments and completing projects. Google Apps for Education (including Google Classroom) was implemented across grades 3-6 and has allowed students to communicate and give/receive feedback with classmates and teachers beyond the traditional boundaries of the classroom. Together, Minecraft and Google Apps have resulted in increased collaboration and engagement across many areas of learning.

Our enrichment program focused on coding and many students chose to accelerate their learning across a variety of coding platforms including Scratch, Minecraft, Blockly and Code.org. Students were able to make a game of their choice using a platform also of their choice. This promoted a student-centred approach and student voice. These enrichment students also attended our 3rd annual Digitech Conference, where we were 1 of only 3 schools to present a student showcase, outlining their work in coding. We also taught 3 workshops including robotic coding, electronics and game making.

In Curriculum, the STEM team reviewed the alignment of units of inquiry with maths, design technology, digital technology and science. This involved developing a sequence of learning across the school to help teachers develop closer links between different curriculum areas and improve student outcomes in all of these related areas. In the future, the school will evaluate our progress and continue to refine our practice to maximise the impact of our teaching in these areas.

Students participated in several Virtual Learning Sessions, made possible by our technology, including author visits, animal presentations and Safer Internet Day. Our partnership with Victoria Police continues to support our cyber safety program for all students, with police personnel teaching students about cyber safety. This ran in

conjunction with our eSafety week. Our school won a Cybersafe families competition for our commitment to educating the community in our local region. This will provide additional cyber safety resources in the future. Feedback from our school review at the end of the year, indicated the school was at the 'cutting edge' for our STEM curriculum as evidenced by a number of achievements as highlighted above. Our future focus will continue to improve all areas of STEM in the future.

Wellbeing

The school has a goal to build a culture of safety and wellbeing. One way to achieve this outcome is to implement a high quality wellbeing and engagement framework and improve students' attendance and wellbeing. Frankston Heights is invested in implementing and promoting the "Respectful Relationships Curriculum" and is known as a 'Lead school' in this area. As a result of our work in 2018 the school has provided a parent education session, trained staff to teach the Respectful Relationships program to other partnering schools and met with local partnering schools on a regular basis.

Similarly, the school is proactively involved in a research study with Melbourne Youth Research Centre at Melbourne Graduate University. Our school review highlighted the impact the 'Respectful Relationships' program has provided for our students to promote student voice and agency.

Our School Values of Respect, Responsibility and Resilience have continued to be embedded into daily school life.

'Student connectedness to school' and 'Managing Bullying' were our targeted priorities and instigated the redevelopment and launch of our School House System, in which our students' ideas and opinions were taken into account. Being part of the National Bullying Day every March is important to build strong positive relationships within the school, as a priority. Our Attitudes to school survey data Yrs 4-6 indicated great improvement in student connectedness and a reduction in students' perceptions that they had been bullied.

'Project Rocket Leadership Program' was implemented to promote student voice through feedback in classrooms, in student leadership meetings and via the classroom. As part of our review we implemented independent student surveys. This indicated to us our students value strong and positive relationships. We are committed to student wellbeing across the school, and our student engagement team will continue to work at improving student voice and agency across the school and build strong positive relationships by developing restorative practices in the future. Our core work will continue to develop our students ownership and responsibility to solve problems in a positive manner.

Our school has actively promoted, 'Everyday Counts' to improve our student attendance data. New Attendance guide lines were implemented to monitor and track student absences and follow up with parents any lengthy absences. All staff were promoting full attendance and being responsive to 'check in' with parents, when a child is away for two or more days in a row. Attendance certificates were given out termly to notify and educate the parents on the impact of student absences. Attendance support was provided to families who were having difficulties in their child attending school.

One of our aims was to build a sense of school pride and foster strong partnerships with those in the wider community. In response to this goal, Frankston Heights Primary school implemented a new 'Northern Peninsula Oral Language Initiative' to improve students language acquisition in the Early Years. The program was tailored for parents of children aged 0 to 5, to provide them with some strategies to build strong language skills with their child. This is key to their success in learning to read and write when they come to school. To monitor the impact of this program, Early Years Assessment (EYE) DA and TA data has been collected to track and measure the success of the program. The school is invested in this program as a DET Network initiative over five years.

Financial performance and position

Frankston Heights has excellent budgetary procedures overseen by the Business Manager, Principal and the School Council Finance Committee. The school ensures that all of its funds are carefully managed and invested

to ensure maximum interest for all school finance. The school ran at a surplus due to diligent budget management and the excellent efforts achieved through our local fundraising. \$48,000 was raised throughout 2018, by the Parent Fundraising Committee. The school is compliant with all DET financial policies and procedures and was audited at the beginning of 2018. Our audit highlighted sound financial management policy and practices.




For more detailed information regarding our school please visit our website at
<http://www.frankstonhts-ps.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 333 students were enrolled at this school in 2018, 155 female and 178 male.

5 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



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>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>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</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>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Lower</p> <p> Higher</p> <p> Similar</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>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>	<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>39%</td> <td>39%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>51%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>21%</td> <td>58%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>50%</td> <td>18%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>62%</td> <td>21%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	39%	39%	22%	Numeracy	27%	51%	22%	Writing	21%	58%	21%	Spelling	32%	50%	18%	Grammar and Punctuation	18%	62%	21%	<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>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>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</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>95 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	92 %	92 %	93 %	93 %	91 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	92 %	92 %	93 %	93 %	91 %	92 %										

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>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>● Similar</p> <p>● Similar</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>● Similar</p> <p>○ Lower</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	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,382,910	High Yield Investment Account	\$143,096
Government Provided DET Grants	\$791,495	Official Account	\$25,766
Government Grants Commonwealth	\$11,991	Other Accounts	\$333,226
Government Grants State	\$13,394	Total Funds Available	\$502,089
Revenue Other	\$53,504		
Locally Raised Funds	\$331,318		
Total Operating Revenue	\$3,584,613		
Equity¹			
Equity (Social Disadvantage)	\$118,017		
Equity Total	\$118,017		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,339,330	Operating Reserve	\$10,000
Books & Publications	\$1,376	Other Recurrent Expenditure	\$599
Communication Costs	\$4,806	Provision Accounts	\$4,146
Consumables	\$70,341	Funds Received in Advance	\$317,701
Miscellaneous Expense ³	\$271,745	School Based Programs	\$22,000
Professional Development	\$26,988	Funds for Committees/Shared Arrangements	\$48,000
Property and Equipment Services	\$311,985	Asset/Equipment Replacement < 12 months	\$84,867
Salaries & Allowances ⁴	\$40,815	Capital - Buildings/Grounds < 12 months	\$17,500
Trading & Fundraising	\$40,483	Total Financial Commitments	\$504,812
Travel & Subsistence	\$59		
Utilities	\$25,541		
Total Operating Expenditure	\$3,133,468		
Net Operating Surplus/-Deficit	\$451,145		
Asset Acquisitions	\$20,150		

(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)

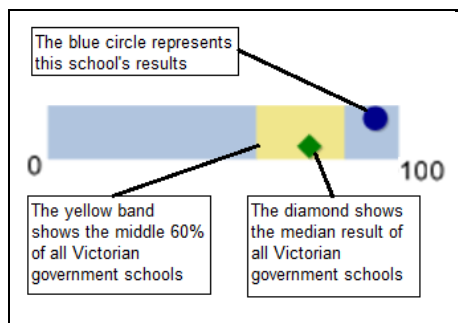
Engagement

- 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).

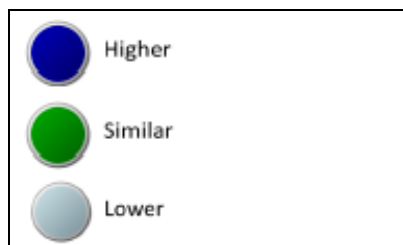


What does *School Comparison* refer to?

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').