

2019 Annual Report to The School Community



School Name: Osborne Primary School (2655)



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

Attested on 19 March 2020 at 03:00 PM by Pamela Anderson (Principal)

The 2019 Annual Report to the school community:

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

Attested on 18 May 2020 at 05:23 PM by Sarah Lawrence (School Council President)

About Our School

School context

Osborne Primary School (OPS) is located in Mount Martha, around 50 kilometres south of Melbourne on the Mornington Peninsula. Although initially established in 1873 to serve the needs of a largely rural population, the school is part of a rapidly growing urban area to the east of Mornington. The school's student enrolment has fluctuated from low to mid 600s over the past five years. In 2019 enrolment averaged 640 students. OPS has a varied socio demographic composition, the overall socio-economic profile has shifted from middle range to higher middle range over the past few years. The student population predominantly draws from the suburban housing areas with a just a few families living in the rural areas remaining intact near the school. A small number of students for whom English is their second or additional language attend Osborne. A small portion of our students and their families has recently emigrated from the UK and other European or Asian countries. The school's range of programs and events ensure that all students are able to take advantage of the excellent location near to Port Philip Bay and nearby wetland and bushland areas.

The vision for OPS is to foster a caring, inclusive environment that develops values, attitudes, knowledge and skills in our students that will better equip each student to achieve a meaningful and fulfilling life in our complex, changing world. The values of respect, confidence, co-operation, responsibility and resilience guide us in providing a happy, caring and stimulating environment where children will recognise and achieve their fullest potential. The development of skills and knowledge for our students to become life-long learners and well-adjusted citizens of the future, is a primary focus. The "Play is the Way" program has continued to be implemented school wide to enhance our school values and empower our students to pursue their personal best and develop respectful relationships.

OPS has developed a culture which highly values the partnership between the school and home. As reflected in the Parent Opinion Survey, parents and carers feel a strong connection to the school and exhibit a high level of parent participation in school programs and events. Strong lines of communication between home and school operate effectively through the Compass electronic communication system. Regular forums and school events are held involving the community. Our enthusiastic "Friends of Osborne" group actively engage students, staff, parents and community in a range of social and fund raising activities. A highlight for 2019 was the Healthy Bodies, Healthy Minds Expo enjoyed by students, families and community members.

A dedicated School Council supports the Principal in guiding the direction of the school. In term 1 2019, School Council played a vital role in the school's review process and the development of the new Strategic Plan.

The Victorian Curriculum underpins teaching programs, which offer stimulating learning across a broad range of areas. A culture of high expectations of students' learning achievements is embedded through differentiated teaching practices including programs such as "Point of Need" teaching in Mathematics and "Reading for Meaning" and Lexile reading comprehension programs. A strong focus on phonics is apparent in our teaching of spelling and reading. The Jolly Phonics Program was introduced for Foundation students in 2019 with great success. A combination of both explicit teaching methods and inquiry learning engage students and support them in reaching their potential.

The staffing profile at the school is well balanced with a mix of experienced staff and early career stage staff. The staff comprises 3 Principal Class Officers, 27 full time and 13 part time teachers, 1 full time Education Support Staff and 11 part time Education Support staff, and 6 Outside School Hours Care Program staff.

The dedicated staff work collaboratively in providing a viable curriculum and a strong collective focus on student learning. A positive school climate is reflected in our school staff survey with a higher overall mean score for OPS in comparison to all primary schools.

OPS optimizes the use of the range of school facilities. Highlights are the 'BER' building for Years 5 and 6, the purpose built kitchen, the gymnasium, the Performing Arts Centre and the kitchen garden areas of the school. In the May State Budget, a capital works program was announced for Osborne for just under 8 million dollars. The major project will see the replacement of general-purpose classrooms, administration offices, library, art room, staffroom, conference rooms and toilets. In September 2019 architects were appointed to work with the school to achieve a plan to suit the needs of

our students and community. The timeline for the completion of project is for the 2021 school year. Much work has gone into the planning process during 2019 for the construction to commence early in 2020.

Class structure for 2019 consisted of 28 classes, with 27 straight classes and one composite class. High quality learning is facilitated by making the best use of a range of collaborative learning spaces and single classrooms. Buildings and facilities are well maintained with a special project being completed each year. An impressive sensory garden was installed in 2019 funded through a successful grant application for the Inclusive Schools Fund. A new playground was installed to the rear of the oval targeted for use by the students in the middle and senior school. The rope climbing activities featuring on the new playground have proved very popular with the students. OPS makes excellent use of the ample range of facilities to deliver a comprehensive curriculum and engaging educational opportunities for all students.

Framework for Improving Student Outcomes (FISO)

The school quadrennial review process was conducted in term 1 of 2019. An interim Annual Implementation Plan (AIP) was developed for the first semester. The new Strategic Plan (4 years) was developed in term 2 in response to the review findings. The AIP for the second semester was drawn up in line with the new Strategic Plan. The FISO Priority areas selected for OPS 2019 AIP (second semester) were:

1. Excellence in Teaching and Learning with a focus on the dimensions of Building Practice Excellence and Curriculum Planning and Assessment.
2. Positive Climate for Learning with a focus on the dimension - Empowering Students and Building School Pride.

The establishment of consistent team planning processes and recording of planning documents was achieved. The use of data to inform teaching was increased through a focus on improving data literacy within our teaching staff. Assessment became an important focus for planning for differentiated student learning needs and tracking student learning growth. The assessment schedule continued to be refined and implemented. Teacher professional planning days as well as whole staff professional learning opportunities led to teachers implementing strategies to build their skills to develop practice excellence. The Learning Specialists and Leading Teacher supported teachers through providing professional learning and feedback on teacher practice in line with the Education Department publication on High Impact Teaching Strategies.

Literacy initiatives saw a change in the delivery of programs through the introduction of Jolly Phonics program in Foundation and the rolling out of the 6 plus 1 Writing Traits school wide. Professional learning and staff workshops supported staff in the implementation of these programs. Further professional learning and team work is planned in these areas for the 2020 school year. Students requiring additional support participated in a new approach to intervention through small group tuition with a specialist teacher. The Levelled Literacy Intervention (LLI) program aligns with the Fountas and Purnell assessment tool used across the school. The data reflected strong student learning growth in reading for participating students, clearly demonstrating the success of the program. Continual progress has been made in establishing a Positive Climate for Learning through emphasis on “student voice” and empowerment of students in their learning. A focus has been the development of student goal setting and student led conferences. Student feedback has also been an area for focus with students being given regular opportunity to self-evaluate and appraise other students’ work through the use of a range of effective feedback strategies. Teachers have also invited feedback from students on how they are they are feeling about their learning and their level of understanding. The school based instructional model developed in 2019 makes provision for reflection time at the conclusion of the teaching session. Future work is planned in extending opportunities for student voice and agency in all areas of learning and school life.

Achievement

Osborne Primary School's student achievement data for 2019 reflects excellent achievement levels across all learning domains. Differentiated curriculum delivered through "Point of Need" teaching in mathematics has continued to ensure students' learning is targeted and effective. The students take an active role in their learning through goal setting and self-reflection. The Osborne Instructional Model has supported teachers in providing a structured approach to maths lessons that cover the essential components of effective maths teaching. The maths areas of worded problems, geometry and reading scales were identified for particular focus from analysis of the NAPLAN data.

During 2019 the reading comprehension program saw the Scholastic Lexile program extended from Years 5 and 6 to include Years 3 and 4. The students have found the newly acquired reading materials engaging and we have seen students increase their commitment to home reading through this program. The "Reading for Meaning" structure continued to provide the basis for teaching twelve main comprehension skills to our students. Teachers have trialled different approaches including Café reading in the Year 5s and 6s. The Fountas and Pinnell reading assessment tool is now fully embedded and provides consistent reading data school wide. Literacy intervention was crucial to the reading program with two support teachers working with small groups of students on targeted support. The NAPLAN data together with school based assessment data reflect sound standards in reading across the school however the learning growth from Years 3 to 5 in NAPLAN reading is an area for improvement. Establishing a school wide approach to reading is the next level of work.

Professional development in the teaching of writing and spelling has further enhanced teachers' knowledge and skills of the writing process. Osborne staff attended a network curriculum day conducted by literacy expert Misty Adoniou. The learnings from that day have had a positive influence on teachers' understandings of the writing process including the use of mentor texts to provide students with exemplary examples of literature in a range of genres.

Our students are making sound gains in their writing standards. 2019 NAPLAN data shows sound achievement and growth in student writing results with 32% of students achieving high growth from Years 3 to 5, well above state average. The introduction to the 6 Plus 1 Writing traits in 2019 has supported teachers and students in further understanding the complexities of the writing process. Embedding this approach school wide is the continued work at OPS.

Engagement

At Osborne Primary School our teaching programs aim to enhance the level of stimulation, motivation and challenge in student learning. As reflected in our Student Attitudes to School Survey, the category of "sense of connectedness to school" is well above state average and above like schools. Our students feel motivated and confident in their approach to school. Emphasis is placed on encouraging and acknowledging student effort and developing a culture of high expectations for success. Students are able to participate in a broad range of learning experiences and extra curricula activities at OPS.

As part of the review process, student discussion groups were conducted by the review panel members. This provided students with an excellent opportunity for student voice. The findings from the discussion groups were incorporated into the review report and influenced the actions taken in the development of the new Strategic Plan. Goal 3 in the Strategic Plan directly relates to student voice with the action being to develop teacher capacity to activate student voice, agency and leadership.

Student engagement was enhanced through well planned Inquiry investigations in the curriculum areas of science, history, geography and the arts. Teachers worked on developing Inquiry planners each term relating to one of the "through lines" for Inquiry established at Osborne - Diversity, Creating, Understanding and Sustainability. Students worked through the Inquiry process of finding out, investigating, sorting out and drawing conclusions on units related to each "through line".

All staff participated in Cultural Understanding Safety Training (CUST) on first curriculum day in January 2019. The professional learning extended staff awareness and understandings of indigenous culture. The staff were also given opportunity to draw up an action plan for 2019. All elements of the plan have been fully implemented at Osborne

covering aspects of indigenous education, celebrating recognition days, installation of indigenous flags and the use of acknowledgements and protocols. Students enjoyed the school wide indigenous dance incursion and the Year 3s attended the Willum Warrain excursion to further their understandings of indigenous culture.

Both classroom and specialist programs provide extensive opportunity for creativity and divergent thinking. The Specialist programs cover the following curriculum areas - The Arts: Visual and Performing, Physical Education and Health, Science and Languages - Indonesian. We cater for every child's interest level and extend students to take on new challenges. We believe that tapping into each child's individual creativity is paramount.

The range of extra curricula opportunities provide avenues for each child to develop their talents, leadership and personal and social skills. Activities such as school band, choir, music and art camp, science club, drawing club and The Stephanie Alexander Kitchen Garden program positively engage our students and community in school life. The "digital sandpit" continued to provide opportunity for students to further develop their skills and interest in coding, robotics and digital design. Many opportunities in the area of Performing Arts were offered to the students in 2019. A highlight was the Year 5 / 6 production "The Day the Crayons Came Home". The students excelled in their performances covering a range of skills in circus, acting, singing and dancing.

Teachers have developed a repertoire of strategies to empower students to be active in their learning journey. Students are encouraged to take an active role in decision making both within the classroom and across all aspects of school life. Students are becoming proficient in setting goals and self-assessing their knowledge, understanding and effort. Providing authentic feedback via teacher to student, student to student as well as student to teacher is essential in establishing a culture of growth and improvement.

A well-structured transition program makes for seamless transition between all areas of the school. The transition program provides a school wide approach in Term 4 for students to transition to the next year level. We provide an extensive Foundation transition program and work with our local secondary colleges to provide a range of transition activities for Year 4 to 6 students in preparation for secondary school.

Wellbeing

The wellbeing of our students is underpinned by an ethos at Osborne Primary School that promotes consideration, tolerance and empathy towards others. Our school values of Respect, Confidence, Co-operation, Responsibility and Resilience are promoted through assemblies, values awards and school programs. We have successfully employed strategies to teach social skills and enhance students' personal development through the "Play is the Way" program. Student understandings of the "Life Rafts" associated with the program are consistently taught through group games and team work. At every opportunity, the students are encouraged to take responsibility for themselves and build resilience to problem solve and develop skills of independence. In line with the Play is the Way foundations, a whole school presentation from a live in-school theatre group was provided for the students. This production was an excellent springboard for teaching students about being brave and resilient.

During 2019 we also completed the presentation of the "KidsMatter" Australian Primary Schools Mental Health Initiative. These materials are no longer available, but similar resources will be available for continued reference and professional development in relation to student mental health.

A staff member in the role of Wellbeing Officer has provided additional support for students' social and emotional development. A range of lunchtime activities assist children in being part of a team and getting along with others. The new Inclusive Garden now named the Zen garden has provided an excellent facility for quiet play, reading groups, and activities presented on the outdoor stage. The SRC ran a competition for students to nominate a name for the new garden. The official opening of the garden took place during the Healthy Body, Healthy Minds expo including the announcement of the winning name. The play pods in the year one playground area have continued to be another popular feature of the playground. The Wellbeing Officer continued to organise the supervision and provision for equipment to maximize the use of this facility.

One of the strategies for developing student voice and agency is through our house system. Our Wellbeing team together with school council have initiated the introduction of House tee shirts for the students to wear at house events. The ground work was completed in 2019 for the implementation of the tee shirts for 2020. Our Foundation students were provided with a complimentary house tee shirt to launch the initiative. The shirts will be an excellent way to build “house” spirit, connectedness and leadership for our house captains.

The healthy canteen operating every day has contributed positively to student wellbeing and connectedness to school. Students and community enjoy the welcoming area outside the canteen for students to eat and parents to gather and chat before and after school.

We hold the development of partnerships between parents and teachers in high regard. Sound communication between school and home is paramount to enhance the value of learning and result in the best outcomes for our students. We use both electronic communication and face to face time to develop relationships and involve parents in their child’s education.

Financial performance and position

Comprehensive budgets were planned and approved by School Council to resource the needs of the students and school. All curriculum programs were adequately resourced ensuring spending was targeted and prioritised in line with the Annual Implementation Plan. Financial commitments were met as planned. Operating Statements and Balance Sheets were well monitored by the Finance Committee and School Council. Our very active ‘Friends of Osborne’ group was instrumental in raising significant funds that supported the installation of two new playgrounds. Grant procurement supported the following programs: Australian Government Sporting Schools grant, Mornington Shire grant for the Walk to School program and Learning Difficulties grant for teacher professional development. The buildings and facilities were enhanced with an Inclusive Schools Fund Round 4 grant to build the Indigenous Sensory Garden and Integrated Learning Space. Equity funding was used towards resourcing two literacy support teachers for students requiring additional needs in literacy. All grounds and buildings were maintained to ensure a safe and attractive learning environment including the installation of LED lights in the gymnasium. The annual result was in surplus due to some maintenance works being cancelled with the announcement of a major capital works program to commence in 2020. The school continued to operate an Outside School Hours Care Program which was well attended and forms a significant part of the schools revenue and expenditure.

For more detailed information regarding our school please visit our website at
www.osborneps.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 641 students were enrolled at this school in 2019, 317 female and 324 male.

ND 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).

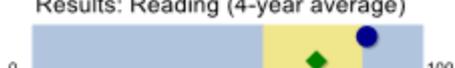
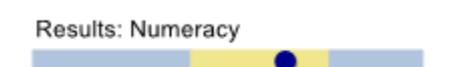
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



Performance Summary

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

Performance Summary

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

Performance Summary

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

Performance Summary

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

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

Performance Summary

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

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

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,661,919	High Yield Investment Account	\$861,530
Government Provided DET Grants	\$476,165	Official Account	\$14,879
Government Grants Commonwealth	\$215,200	Other Accounts	\$0
Revenue Other	\$21,738	Total Funds Available	\$876,409
Locally Raised Funds	\$615,572		
Total Operating Revenue	\$5,990,594		
Equity¹			
Equity (Social Disadvantage)	\$63,882		
Equity Total	\$63,882		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,720,634	Operating Reserve	\$181,711
Books & Publications	\$12,145	Other Recurrent Expenditure	\$46,317
Communication Costs	\$4,638	Provision Accounts	\$17,222
Consumables	\$177,195	Funds Received in Advance	\$192,324
Miscellaneous Expense ³	\$226,349	School Based Programs	\$35,178
Professional Development	\$19,491	Repayable to the Department	\$49,135
Property and Equipment Services	\$259,428	Asset/Equipment Replacement < 12 months	\$471,000
Salaries & Allowances ⁴	\$420,122	Total Financial Commitments	\$992,887
Trading & Fundraising	\$47,065		
Utilities	\$64,408		
Total Operating Expenditure	\$5,951,476		
Net Operating Surplus/-Deficit	\$39,118		
Asset Acquisitions	\$185,551		

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

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

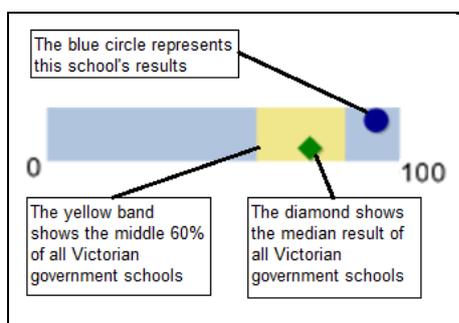
Engagement

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

Wellbeing

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

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



What does *School Comparison* refer to?

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

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

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



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

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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