

2019 Annual Report to The School Community



School Name: Heidelberg Primary School (0294)



- 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 28 April 2020 at 09:58 AM by Janet Ringrose (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 20 October 2020 at 11:53 AM by Mel Cadman (School Council President)

About Our School

School context

MISSION

To inspire and educate all students to achieve their potential.

VISION

Students are highly engaged learners in a safe, stimulating environment. Our school community lives the school values while working together for continuous improvement.

VALUES

Our strong sense of connectedness is developed through threads of inclusion, joint high expectations between staff, students and parents based on our guiding values of Care, Respect, Integrity and Cooperation.

We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked. Major components of our student wellbeing program are the Start Up Learning Program, our Teaching and Learning Protocols and a comprehensive delivery of the Rights, Resilience and Respectful Relationships program.

INTENT

Heidelberg Primary School's intent is to fulfil our vision and seek opportunities to improve student learning outcomes across all areas of the curriculum through ongoing reflection and refinement. We aim to promote a positive climate, inclusivity and empowerment for all students and staff.

RATIONALE

This intent aligns to our core belief that:

- Students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning.
- Curiosity and a lifelong pursuit of knowledge can be achieved in a dynamic and engaging setting through enriched quality teaching and learning experiences.

Our strong academic focus on literacy and numeracy skills is based on the Victorian Curriculum. Literacy programs are well supported by vibrant, multi-dimensional resources. We have invested heavily in ICT infrastructure and ICT plays a significant role in all curricula, from Foundation to Year 6, and includes a 1:1 iPad program in Years 3 to 6. Our rigorous and inclusive learning culture is supported by differentiated learning, as well as literacy and numeracy intervention and extension programs. This is reinforced by a range of programs: Physical Education, The Arts, Japanese and Science, as well as extracurricular activities that enhance our teaching and learning programs. These include a spiral camping program for Years Foundation to 6, inter-school sports competitions, Matsuri Day, Book Week and Science Week programs, lunch time clubs, school choir, Wellbeing Week activities, a biennial school concert / school dance and an extremely well attended Carols Night that was the culmination of the year. Students have the opportunity to participate in keyboard, recorder and guitar lessons with private music teachers. The school has a large vibrant School Aged Care program operating before and after school.

Heidelberg Primary School is situated on the corner of Cape and Darebin Streets, Heidelberg, within the City of Banyule. It is adjacent to the Heidelberg shopping precinct and close to the Austin Hospital. The school's excellent reputation is built on a proud tradition of providing quality education since 1854. Student enrolments have risen sharply over the past decade, and this has required a significant expansion of the school's facilities. We anticipate a continued strong demand for enrolment in the foreseeable future. In 2019 we completed our major upgrade of all classrooms and learning spaces. Our facilities revitalisation included two redeveloped areas in the playground to include flexible outdoor learning and play spaces. This was funded with an Inclusive Schools Program grant. The school funded the building of a large covered outdoor learning area (COLA) to be used for playing, Physical Education classes and

assemblies, in the absence of an indoor space large enough to cater for whole school activities and extreme weather conditions.

In 2019, a total of 573 students were enrolled, with approximately even numbers of male and female students. This was a growth of 28 students on our 2018 enrolment. Our students come from a diverse range of cultural backgrounds, with 18 percent of students being English as Additional Language students and 1 percent are Aboriginal and Torres Strait Islander students. The Overall Socio-Economic Profile is high. In 2019 the school operated within a structure of straight grades and one composite class in Year 3 and 4. There is a strong team culture for teachers, ensuring a consistent approach to curriculum development, delivery and assessment, supported in 2019 by the introduction of Teaching and Learning Protocols and non-negotiables for all classrooms. Our school has 40.6 equivalent full time staff: 35.4 teachers (including two Principal class) and 5.2 education support staff.

Our partnership with parents in the education of their children is a priority at our school. We have a proactive School Council supported by the work of energetic subcommittees. Parents are engaged in a wide variety of school activities and classroom programs, with training provided to support them in their roles. The strong support from our school community enhances our school programs and cultural events.

Framework for Improving Student Outcomes (FISO)

In 2019 our FISO (Framework for Improving Outcomes) initiatives were based upon our Strategic Plan (2016-2019) and our Annual Implementation Plan. Key initiatives were focused on four areas of the FISO, these included: Building Communities, Intellectual Engagement and Self awareness, Setting Expectations and Promoting Inclusion and Building Practice Excellence.

Our continued focus on Building Practice Excellence centred around Literacy and Numeracy. An extensive and targeted professional development program was planned to include the use of strategies from the Literacy and Mathematics Tool Kit, and the subsequent development of documentation that utilised these resources. Collaborative projects, using school experts and external providers, resulted in individual teams reflecting on aspects of their practice. As part of our focus on intellectual engagement and self awareness we have continued to build the capacity of teachers to use data to inform teaching and learning. Our School Improvement Partnership with two other schools was a key component of this process, with its emphasis on the use of feedback to students, complementing the work we undertook around student agency. Our classroom observation program and professional practice days also supported this process.

In building community engagement in learning, we undertook a review of our Communication Strategies, and utilising feedback from a dedicated working party, streamlined the processes the school uses to communicate with its stakeholders. This resulted in a new format for the weekly school newsletter, more emphasis on a consistent and uniform approach with the classroom blogs and a greater use of the functionality of COMPASS as a key vehicle for communication.

With the continued growth of the school we refurbished an additional two classrooms and built a COLA (Covered Outdoor Learning Space) that has provided shade across the netball court and allowed us to hold whole-school assemblies throughout the year. In setting expectations and promoting inclusion, having received a \$200 000 Inclusive Schools Grant, our aim was to ensure that our school ground provided appropriate spaces, including passive and sensory spaces, for all students, particularly targeting those with identified special needs. These completed spaces now provide additional passive play spaces for all students and are learning destinations for teachers to utilise as part of their teaching programs. In our cottage garden space, an outdoor stage and additional garden beds were built; these are being used by our garden club and have proven to be an asset for our Science Program.

In November 2019, the school undertook its review, at the end of its 2016 - 2019 School Strategic Plan. The review highlighted the success of the work that the school had commenced around Student Agency and Voice. Continuing to develop a common understanding of student agency in learning and refining the school's approach to student goal setting and feedback will be a focus for the next School Strategic Plan, 2019 - 2023. We will continue to maintain and

build our positive climate for learning through our focus on health and wellbeing. Our focus will remain on ensuring excellence in teaching and learning through building practice excellence, curriculum planning and assessment.

Achievement

Heidelberg Primary School has continued to maintain a high level of student achievement in 2019 due the dedicated and professional teaching teams within the school. We are continuing to develop consistency across our teacher judgement and NAPLAN data sets, as demonstrated by the end of year results in Literacy and Numeracy in which we achieved results consistent with similar schools.

In 2019, students at Heidelberg Primary School continue to achieve above the state median when measured against all Victorian government schools in Year 3 and Year 5 in NAPLAN English and Mathematics. Year 3 English results were similar to the similar schools median both in 2019 and the 4year average. In 2019 English NAPLAN Year 5 students performed lower than similar schools, but were above the state median in two domains (Spelling and Writing). Some of the strategies implemented at Heidelberg Primary School were the deepening of staff knowledge of the English curriculum through our professional development program and use of the Literacy Toolkit to provide consistency in our planning and instruction across the school. To support teacher instruction, the English School Improvement Team delivered professional development on the Literacy Toolkit and best practice reading instruction (from the Bastow Local Literacy Leader's program). Each area team developed documentation on their reading programs, incorporating the strategies for instruction, as well as formative and summative assessment practices. The purchase of high quality literature in the middle school expanded the reading program and the implementation of picture book mentor text boxes across the school provided staff and students with ready access to support the teaching of reading and writing. We began the process of developing a school-wide literacy scope and sequence to support the integration of reading and writing in every year level, and this work will continue to be developed and completed in 2020.

In Year 3 the Numeracy NAPLAN results were significantly above similar schools and the state median for all Victorian government schools. The NAPLAN results for Year 5 Numeracy in 2019 were below similar schools, but above the median for all Victorian government schools. The 4 year average Year 3 NAPLAN results were significantly above the median for Victorian government schools. In Year 5 the 4 year average for NAPLAN results was also above the median score for Victorian government schools. In 2019, the school contracted a mathematical consultant from the Mathematical Association of Victoria to demonstrate the use of rich learning and open-ended tasks to differentiate learning at the point of need. The Mathematics School Improvement Team, and the coach delivered whole school professional development on higher order questioning, use of the Numeracy Progression Continuums and the VCAA 'I Can' statements. Two of our teachers worked closely with teachers from two local schools in the School Improvement Partnership program to introduce and implement Data Walls across the school to track and monitor student progress, inform teacher planning and practice. In 2019, a collegiate coaching, observation and mentoring program was implemented by the Learning Specialist. To ensure we maintained a consistency in our approach, all teachers used the Workshop Model of lesson delivery. All teams regularly utilise the Mathematics Teaching Toolkit to enrich their weekly programs with open-ended tasks to 'stretch' their student's learning. Students were extremely engaged in the summative, Investigative tasks of the iMaths program, demonstrating their ability to collaborate and problem solve. The consistent use of rubrics and collaborative group work in Mathematics lessons across the school has enhanced students' curiosity, the ability to take risks and persevere with their learning.

Engagement

Engagement and Wellbeing are intrinsically linked at Heidelberg Primary School. We aim to sustain and build upon an optimum learning environment that encourages our students to engage in deep thinking and global awareness. To support this, we provide a great variety of extra-curricula activities and opportunities for students to experience success in subjects they are passionate about.

We continue to have an ongoing focus on developing student agency and voice. In 2019 there was a concerted effort to build student agency through emphasis on goal setting. Our Start Up Learning Program was reviewed to ensure that students across all levels began the year with a platform of expectations and skills on which they could build. Goals were co-developed between teacher and student, and were specifically aligned to the areas of the curriculum which

each student needed to develop, based on data. In the areas of 'Motivation and Interest' and 'Self Regulation and Goal Setting', our Attitudes To Schooling Survey data showed an increase from 2018 to sit at 94% and 95% respectively. Similarly, Student Agency data (88%) has demonstrated a significant increase from 2018 to 2019.

Student voice has been enhanced through the continual enrichment of our formal student leadership processes and opportunities. Our JSC continues to be an active voice for the students, and has worked along side our evolving Student Voice Team initiative. The development of the Student Voice Team has seen an increase in students having avenues to voice their opinions across a greater range of subjects and areas. The S.V.T was instrumental in developing documentation for the 2019 School Review. In addition to this, we further augmented the role of Subject Ambassadors throughout 2019. These ambassadors are responsible for connecting School Improvement Team leaders with student opinions and for disseminating important subject specific messages back to the student body. Subject Ambassadors are an important link for student empowerment in influencing school improvement initiatives. Our senior student leaders are given extensive training opportunities, both internally and externally. Our elected captains and ambassadors attend the GRIP Student Leadership Conference which forms a powerful point of reference for their leadership experiences throughout the year.

Average attendance across all year levels was 93.5%, which was 0.5% better than in the preceding year. This was above the rate of absence for similar schools, meaning that Heidelberg Primary School recorded fewer absences than similar schools. The common reasons for absence at our school were illness and extended family holidays, with rates of absences being consistent across all year levels. Unexplained absences were followed with parents up on a weekly basis.

Wellbeing

Heidelberg Primary School continues to promote a culture of inclusion, diversity and respect for all. Our staff have an outstanding commitment to rigour and believe that a strong wellbeing program not only produces resilient students but is also the corner stone to building a positive climate for learning. Our Start Up Learning Program enables students to build positive relationships with classmates and fosters student input into classroom processes and practices. This, along with lessons on Habits of Mind and Growth Mindset, provide a solid welcoming state for the introduction of the regular classroom program and the sustainability of student wellbeing throughout the year.

In 2019 we began implementing the Respectful Relationships classroom program. The introduction of this program supports the ethos and current values that underpin Heidelberg Primary School. We built the foundation for a consistent approach to the classroom program by developing Scope and Sequence documents and a set of whole school expectations. These were well received by the staff, who are passionate about the opportunity to deliver a consistent evidenced base approach. The RR program is in line with many of the existing frameworks at HPS including our work in using high impact teaching strategies, particularly collaborative learning. The collaborative pedagogies underpinning the Respectful Relationships classroom program also further enabled us to enhance our value of Cooperation, giving us another avenue to strengthen our wellbeing foundations.

Our Attitudes to Schooling Survey data remains consistently high in the areas pertaining to wellbeing. In the categories of Resilience and Learning Confidence our 4-6 students scored above 90%, both higher than in 2018. Similarly, the areas of Respect for Diversity, Managing Bullying and Connectedness to School consistently remain at or above 90%.

School transition and pathway programs are strong. Our Foundation transition program is extensive with Information Nights, orientation sessions offering a range of activities and educational opportunities and this is further supported by our Grade 6 Buddy Program. Our intra-school transition assists students to move readily between the different stages of schooling. We refined our student class allocation moving to an electronic platform, while students continued to nominate peers for the following year. A Day In the Life and Meet the Teacher programs and formalised handover processes were maintained.

Financial performance and position

Heidelberg Primary School's commitment to financial controls and management has enabled the school to end the 2019 year in a sound financial position. This has enabled the school to plan and achieve the goals set in its Strategic Plan.

2019 saw the continual improvement and maintenance of the school buildings, facilities and grounds. Through a strategic budgeting process teaching resources are continually reviewed and updated. The completion of the Covered Outdoor Learning Area (COLA) and the landscaping of new outdoor learning areas created some exceptional spaces and provided flexibility for the school in its delivery of programs.

All funds received from the Department, or raised by the school have been expended or committed to subsequent years 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.




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

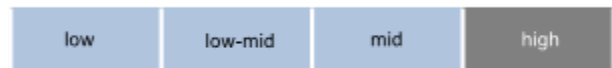
Enrolment Profile

A total of 573 students were enrolled at this school in 2019, 282 female and 291 male.

18 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

Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Similar ●</p> <p>Above ●</p>
<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>Below ●</p> <p>Below ●</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>94 %</td> <td>95 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	95 %	93 %	94 %	93 %	93 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	95 %	93 %	94 %	93 %	93 %	93 %										

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school: ● Median of all Victorian Government Primary Schools: ◆		● 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
Student Resource Package	\$4,624,450
Government Provided DET Grants	\$498,693
Government Grants Commonwealth	\$269,662
Government Grants State	\$788
Revenue Other	\$14,090
Locally Raised Funds	\$725,679
Total Operating Revenue	\$6,133,362

Funds Available	Actual
High Yield Investment Account	\$435,566
Official Account	\$25,848
Other Accounts	\$12,687
Total Funds Available	\$474,101

Equity ¹	
Equity (Social Disadvantage)	\$26,746
Equity Total	\$26,746

Expenditure	
Student Resource Package ²	\$3,857,824
Books & Publications	\$5,002
Communication Costs	\$6,597
Consumables	\$149,292
Miscellaneous Expense ³	\$260,108
Professional Development	\$43,072
Property and Equipment Services	\$311,278
Salaries & Allowances ⁴	\$478,580
Trading & Fundraising	\$14,424
Utilities	\$45,980

Financial Commitments	
Operating Reserve	\$209,949
Provision Accounts	\$5,705
Funds Received in Advance	\$1,700
Funds for Committees/Shared Arrangements	\$6,000
Asset/Equipment Replacement < 12 months	\$100,687
Capital - Buildings/Grounds < 12 months	\$100,000
Maintenance - Buildings/Grounds < 12 months	\$50,059
Total Financial Commitments	\$474,101

Total Operating Expenditure	\$5,172,157
Net Operating Surplus/-Deficit	\$961,205
Asset Acquisitions	\$311,771

- (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)

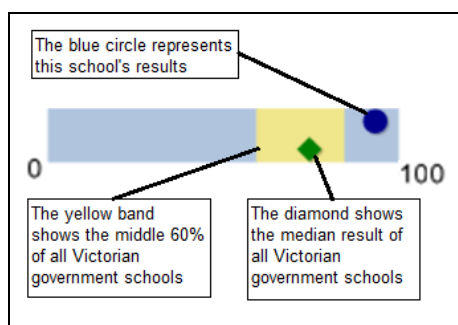
Engagement

- 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').