

# 2018 Annual Report to The School Community



**School Name: Tallygaroopna Primary School (3067)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 13 March 2019 at 02:30 PM by David Brodie  
(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 Regulation 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 27 March 2019 at 11:27 PM by Geoff Akers (School  
Council President)

## About Our School

### School context

Tallygaroopna Primary School, with an enrolment of 84 students, is situated 17kms north of Shepparton. Our schools overall Socio-Economic Profile is in the mid range and students come from the township of Tallygaroopna and surrounding farms. Our Student Family Occupation Index was .3454. The school grounds consist of a grassed playing field, a basketball court, two separate sets of playing equipment, well shaded and passive recreation areas. The school buildings consist of a large BER building which has 3 Classrooms and a Project Room along with two small offices which operate as a Resource Room / Student Welfare room and a Computer Resource room. Other facilities consist of an Administration Area, Grade 3/4 Classroom, Computer Lab / Specialists Room and a large Multi-Purpose Room which has a Community School Kitchen. Maintenance funding has been received recently to upgrade some of the existing buildings and we anticipate more work will be carried out in future years. Computers have been upgraded on a regular basis and the school is fortunate to be able to utilize 6 interactive whiteboards, 30 iPods, 50 Netbooks, 15 Desktop Computers (Computer Lab / Specialist Room), 5 Laptops and 19 iPads. All of these resources enable staff to integrate a number of curriculum areas with Information Technology. Currently there is a computer ratio of 1.2:1 students.

The school is proud of the amount of parental and community involvement which occurs and we promote and encourage assistance with reading in the morning. In 2018, we introduced morning reading from 8.45am to 9am to make learning time more meaningful and less disruptive for our staff and students. An active Parents Club provides special events on a regular basis and students in the school participate in the Sporting Schools Program. This promotes an active and healthy lifestyle.

The schools core values are based on Respect, Inclusion and Honesty. In 2018, a successful Playgroup program continued to be implemented and this is open to the community every fortnight on a Thursday from 9-11am for Pre-school children to attend. This program is coordinated by our School Welfare Worker. In 2018, we continued to offer Outside School Hours Care to families and we were able to extend operation to 5 days a week with the school employing a full time OSH Coordinator. This was a major investment financially for the school and we hope the school will benefit from this into the future. Outside School Hours Care obviously supports working families and has been implemented at Tallygaroopna Primary School since 2014. In 2018, we also continued implementation of our Social and Emotional Learning program called Bounce Back and our Literacy Program has a big emphasis on Writing and Spelling. We have a whole school approach with both of these utilising VCOP (Big Write) and last year, we began a whole school implementation of the SMART Spelling Program. Nelson Maths is our main teaching resource with Numeracy

### Framework for Improving Student Outcomes (FISO)

In 2018, Tallygaroopna Primary School had a FISO focus on improving student outcomes with writing and spelling. Our Big Write (VCOP) program and the introduction of our Smart Spelling Program complemented this and we were able to implement the Andrell Education Cold Write Assessment Schedule throughout each term which provided some consistency with some set topics. A key improvement strategy at the beginning of the year involved the Moderation of Writing with the aim to improve teacher judgements and to make these more consistent. Our staff continually discuss writing samples and teachers find this a rewarding experience as they share their knowledge and understanding of the Criterion Scale. Individual judgements were discussed, analysed and reviewed if needed. Moderation of writing continued to develop with staff at school throughout the duration of the school year. Some progress was made with this initiative, but this work will be ongoing as it evolves over time. Towards the end of the year, staff began refining this program and we are looking forward to having a more consistent approach with all set writing topics across the whole school. We are also looking at engaging the students by setting the scene more and staff are enthusiastic about this approach with theme days planned for the future.

All classrooms implement the Smart Spelling Program consistently each week and there is a focus on explicit teaching using the SMART acronym (Say, Meaning, Analyse, Remember, Teach). Spelling is taught through spelling patterns and regularity, being based around whole words with an emphasis on meaning and vocabulary

development. Specific spelling rules are taught in the context of words in a way that builds on learning from previous years. We are aiming for this to have a flow on effect with positive results with NAPLAN and the Attitude to Schools Survey.

Our workforce composition in 2018 also played an influential role in improving student outcomes. In 2018, the school was able to maintain a 4th classroom - we were fortunate to have the knowledge and expertise of some experienced teachers along with a new and enthusiastic graduate teacher to begin the school year. These staff were supported by the Principal of the school. Tallygaroopna PS currently has 5.4 equivalent full time teaching staff which includes 1.0 Principal class and 4.4 Teaching. Our business manager and 2 Education Support Staff also began working 5 days a week at school and we also introduced another member into the ESS team in Term 4. Our school also has a Welfare Worker who is funded by the Chaplaincy Program who is at school 2 days a week.

## Achievement

Tallygaroopna Primary School's teacher assessments from the Victorian Curriculum are similar (English - school 94.6% / state 90.1%) or higher (Mathematics - school 97.7% / state 91.1%) compared to all Victorian government primary schools. This relates to the percentage of students in Years Foundation to 6 who are working at or above age expected standards in English and Mathematics.

NAPLAN results for Grade 3 students in Reading and Numeracy are similar compared to all Victorian government primary schools in 2018 and are aligned with the middle 60% of these schools as well. The 4 year average for Reading and Numeracy was slightly lower when compared with the median of all Victorian government primary schools. Reading was 62.5% for the school compared to 71.4% for the state and Numeracy was 58.5% for the school compared to 65.7% for the state. The majority of Grade 3 students (12) were at or above the National Minimum Standards (NMS) in all areas except for 1 student in Grammar & Punctuation, Spelling and Numeracy. Some students were in the top 2 Bands (5 & 6) in the following areas: Writing (3 - 25%), Reading (3 - 25%), Spelling (1 - 8.3%), Numeracy (1 - 8.3%) and Grammar & Punctuation (3 - 25%).

In comparison, NAPLAN results in 2018 for Grade 5 have been similar when compared with the median of all Victorian government primary schools and this is the case over a 4 year period with Reading and Numeracy as well. Reading was 50% for the school compared to 61.2% for the state and Numeracy was 46.9% for the school compared to 54.8% for the state. All students (10) in Year 5 were at or above the NMS for Numeracy, but there were some students below the NMS in the following areas - Writing (20%), Reading (30%), Spelling (10%) and Grammar & Punctuation (30%). It was pleasing that some students were in the top 2 Bands (7 & 8) in the following areas: Reading (30%), Numeracy (40%) and Grammar & Punctuation (10%). Results from the NAPLAN learning gain from year 3 to year 5 indicate some areas for future focus. High Growth was evident for 1 student in Reading, 3 students for Numeracy and 3 students for Spelling. No students in Grade 5 had any high growth evident in Writing and Grammar & Punctuation although Medium Growth was evident in both areas - Writing (70%), Grammar & Punctuation (40%). Unfortunately, there were a large percentage of students in the low learning gain area for Grammar & Punctuation (60%), Reading (40%) and Numeracy (40%).

We believe that our Big Write Program has generally had a positive effect on Writing along with our Smart Spelling Program with Spelling and we have dedicated some of our professional learning and time to this area. Sharing resources and sharing writing with our children has enabled our school to promote the writing and spelling process in a positive way and we look forward to continuing to refine and develop this program in the future. Over the past few years, the staff at Tallygaroopna PS have implemented professional learning in both Literacy and Numeracy. Key Improvement strategies focus on a variety of literacy and numeracy strategies and personalising learning. Students strive to continually improve learning by having student learning goals. These learning goals are evidence based through the use of data and are developed for individual students to achieve. We look forward to these goals being more ongoing in 2019 and providing more formalised feedback to our families and students. The school continually strives to improve teaching, sharing skills and knowledge with a focus on Literacy and Numeracy, with staff involved in professional learning at a cluster and network level. This learning is shared with the staff in professional learning teams. This team approach means that all teachers are sharing skills and are responsible for all students' learning and well being. We are aiming to have more ongoing classroom observations in the future

which will drive teaching and aim to improve student achievement.

## Engagement

Tallygaroopna Primary School's data for student attendance in 2018 was higher compared to other schools, when taking into account relevant student characteristics. A school comparison rating of 'Higher' indicates this school records 'less' absences than expected. The average number of absence days per student for the school was only 9.6 compared to 15.1 to the state in 2018 and the 4 year average was also in line with this with our school recording 11.2 days of absence per student compared to 15.2 days of absence for the state.

The majority of absences are for students who are sick or from families having extended holidays. All Year levels recorded an average attendance rate of 94% or higher which was a positive result. We value student's attendance and students with attendance above 95% each term and semester receive awards. Whole year attendance is acknowledged with awards as well. We also understand that high absenteeism can have a negative impact on a child's educational development. Being at school ensures that all students are maximising their learning with social development opportunities. Students and families will continue to be reminded about the importance of regular school attendance through informal discussions with staff and items put in the weekly newsletter. We are particularly pleased with our schools 4 year attendance average, with it being below the results for the middle 60% of Victorian Government Primary schools.

In 2018, we continued to have a large emphasis on Student Engagement again with the implementation of the Kidsmatter initiative. Specific focus was on providing a positive school community and we continued to implement a celebration wall and a project titled "every face has a place". Students are frequently involved in buddy activities with a mentoring approach being embedded into our school culture from F-6. In 2018, we were also fortunate to continue with the implementation of our Chaplaincy in Schools Program and we were able to employ a School Welfare Worker for the whole year, working 4 days a fortnight. This 2 year position concluded in 2018, but we were fortunate to receive additional funding for the 2019 school year. This initiative allows a staff member with welfare expertise to support our staff, children and families with a variety of issues which occur at school and away from the learning environment. Children in the senior grades have numerous leadership opportunities at our school – School Captains, JSC, Enviro Kids, etc.

Each classroom intergrates technology in learning activities and students have access to a combination of laptops, desktops, ipods and ipads creating a technology rich learning environment. We complement classroom activities by utilising a number of ICT programs such as Mathletics, Reading Eggs, Ziptales and Skoolbo to promote a positive atmosphere in our classes. Our school went through a transition period again with staffing in 2018 with the addition of a new classroom teacher being employed who was enthusiastic and keen to develop her knowledge. Our school continues to promote a warm, caring and friendly learning environment and the school actively promotes developing respectful relationships between students, parents and teachers through the newsletter and interactions.

Finally, our school provided our children with many learning opportunities in 2018 which allowed them to explore their interests and develop their skills and capabilities in a variety of areas. Specialist programs were offered in 5 specific learning areas in 2018. These were for Physical Education, Library, Art, Music and LOTE (Italian) and we look forward to continuing with most programs into the future.

## Wellbeing

The results of the Student Attitudes to School Survey were very encouraging with Bullying (management of bullying) and Sense of Connectedness being similar to other Victorian government primary schools. In regard to the Management of Bullying, the percentage endorsement for 2018 and for the 2 year average was both above the state which indicates positive responses from our Grade 4/5/6 students - sense of connectedness was slightly below the state in these 2 data sets. We look forward to aiming for this to be consistent into the future.

With the implementation of the Student Engagement Policy we aim to further develop students' social skills and self-awareness and are actively promoting our school values of Respect, Honesty and Inclusion. Our general rule of "considering the feelings of others at all times" is constantly reinforced as well. The SEP is reinforced via FlexiBuzz and the School Newsletter at school and at home. In 2018, we continued to implement our Social & Emotional Learning program "Bounce Back" and teachers currently incorporate these lessons into weekly class activities. We have developed a 3 year plan for this program which incorporates 9 specific components. In 2018, we continued to implement a whole school initiative focusing on Random Acts of Kindness and this has allowed our children to appreciate how important it is to be kind to others and value each other.

Our Sporting Schools Program has been very popular as it has a major focus on Student Wellbeing and we look forward to being involved in this program in future years. We are an ESmart school and we frequently focus on cyber safety. A staff member has completed training in relation to Kidsmatter as well. In 2018, we have reinforced sound wellbeing by utilising Polycom with the Kids Helpline and some sessions have been implemented incorporating relevant themes. Our Welfare Worker has a keen interest in making sure that the wellbeing of all children, staff and parents of the School Community is catered for and a "Survival Snacks" cooking program is implemented across the whole school to build relationships.

All of our children are supported with Individual Learning Plans and we provide support services for children in need – ie: Speech Therapy, Occupational Therapy. The school also promotes and maintains a strong sense of family involvement through an active Parents Club, School Council, involvement in excursions, working bees and activity days (ie: Mother's Day Craft Day). Tallygaroopna Primary School prides itself on being a positive and happy place to learn and play.

### **Financial performance and position**

Tallygaroopna Primary School was fortunate to have a Net Operating Surplus of \$69,487 because of an increase in enrolments over the last 36 months. For 5 years our school hovered around 50 students consistently, but since 2015 we have had regular enrolment increases which has benefited our school financially. During this period, we have implemented an Outside School Hours Care Program and we have received funding quarterly through a Community Support Program which has enabled our school to initially set up and then hopefully sustain this program for future years. This funding began in 2016, but unfortunately ceased towards the end of 2018.

The structure of our workforce also changed again in 2018 with a young and enthusiastic graduate teacher starting work at our school in a full time capacity. Our school received funding from the National Chaplaincy Program to focus on Student Welfare again in 2018 and our school was funded for 5 students through the Program for Students with Disabilities Program. This funding is used to provide human resources (Education Support Staff) who support these students and teachers.




**For more detailed information regarding our school please visit our website at <http://www.tally-ps-3067.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 84 students were enrolled at this school in 2018, 33 female and 51 male.

ND were EAL (English as an Additional Language) students and 6 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><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Higher</p>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Lower</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</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><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40%</td> <td>50%</td> <td>10%</td> </tr> <tr> <td>Numeracy</td> <td>40%</td> <td>30%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>30%</td> <td>70%</td> <td>-</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>40%</td> <td>30%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>60%</td> <td>40%</td> <td>-</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	40%	50%	10%	Numeracy	40%	30%	30%	Writing	30%	70%	-	Spelling	30%	40%	30%	Grammar and Punctuation	60%	40%	-	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	40%	50%	10%																							
Numeracy	40%	30%	30%																							
Writing	30%	70%	-																							
Spelling	30%	40%	30%																							
Grammar and Punctuation	60%	40%	-																							

## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b>            A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 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>96 %</td> <td>95 %</td> <td>95 %</td> <td>96 %</td> <td>96 %</td> <td>95 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	95 %	95 %	96 %	96 %	95 %	94 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	95 %	95 %	96 %	96 %	95 %	94 %										

### Performance Summary

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

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

## Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$798,989	High Yield Investment Account	\$39,847
Government Provided DET Grants	\$157,532	Official Account	\$5,421
Government Grants Commonwealth	\$18,015	Other Accounts	\$43,501
Revenue Other	\$12,254	<b>Total Funds Available</b>	<b>\$88,769</b>
Locally Raised Funds	\$57,405		
<b>Total Operating Revenue</b>	<b>\$1,044,195</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$5,778		
<b>Equity Total</b>	<b>\$5,778</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$728,608	Operating Reserve	\$34,342
Books & Publications	\$4	Other Recurrent Expenditure	\$15,505
Communication Costs	\$1,669	Provision Accounts	\$332
Consumables	\$23,277	Funds Received in Advance	\$1,669
Miscellaneous Expense <sup>3</sup>	\$76,087	School Based Programs	\$20,214
Professional Development	\$7,192	Funds for Committees/Shared Arrangements	\$6,706
Property and Equipment Services	\$77,994	Asset/Equipment Replacement < 12 months	\$10,000
Salaries & Allowances <sup>4</sup>	\$37,654	<b>Total Financial Commitments</b>	<b>\$88,769</b>
Trading & Fundraising	\$13,160		
Utilities	\$9,064		
<b>Total Operating Expenditure</b>	<b>\$974,708</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$69,487</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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

# How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

### Achievement

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

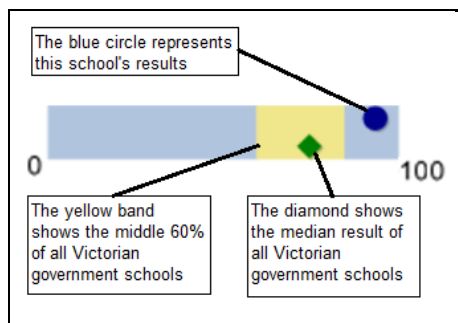
### Engagement

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

### Wellbeing

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

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

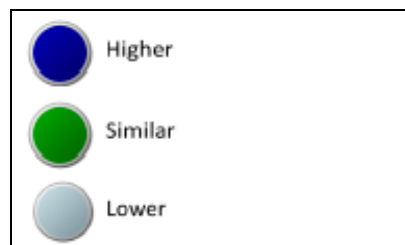


## What does *School Comparison* refer to?

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

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

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

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

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

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

## What is the *Victorian Curriculum*?

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

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

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

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

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