2019 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).
- 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 20 April 2020 at 11:29 AM by David Brodie (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 10 August 2020 at 09:50 PM by Geoff Akers (School Council President)

About Our School

School context

Tallygaroopna Primary School, with an enrolment of 88 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.3735 (SFOE Index - .3432). 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 F/1 Classroom, Computer Lab / Specialists Room and a large Multi-Purpose Room which has a Community School Kitchen. Maintenance funding has been received in the past 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 utilise 6 interactive whiteboards and a number of Netbooks, IPods and IPads along with 15 Desktop Computers in the Computer Room / Specialist Room. 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 2019, we continued with 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 our school community promotes an active and healthy lifestyle.

The schools core values are based on Respect, Inclusion and Honesty. In 2019, 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 2019, we continued to offer Outside School Hours Care to families and we were able to continue to offer this service for 5 days a week with the school employing a full time OSH Coordinator. This continues to be 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 2019, 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 maintain a whole school implementation of the SMART Spelling Program. In 2019, we introduced the Workshop Model to Reading and this allows students to be creative and responsible in their own learning. The Workshop Model asks students to take charge of their own learning, becoming active and engaged in their work and development of understanding. In regard to Numeracy, Nelson Maths is our main teaching resource and we implement Number Fluency Assessment across the whole school.

Framework for Improving Student Outcomes (FISO)

In 2019, Tallygaroopna Primary School had a FISO focus on Reading with the Workshop Model being a large piece of work for all staff. Writing and Spelling continued to be a minor focus with our Big Write (VCOP) program along with the Smart Spelling Program. We were able to implement aspects of 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 implementation of the Workshop Model. Our main priority with this was Reading which allowed students to engage in authentic reading experiences. It is an effective way to differentiate instruction where lessons may vary in length and include time for teaching, selecting and reading books, writing about books, and sharing ideas about books with partners or in group discussions.

Moderation of Writing continued with the aim to improve teacher judgements and to make these more consistent. Our staff discussed writing samples and teachers found this a rewarding experience as they shared 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. We continued to refine writing topics with this program as we aim to have a consistent approach with all set writing topics across the whole school.

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 2019 also played an influential role in improving student outcomes. In 2019, 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 graduate teacher to begin the school year. These staff were supported by the Principal of the school. Tallygaroopna PS had 5.8 equivalent full time teaching staff which includes 1.0 Principal class and 4.8 Teaching (which includes MACC and MARC Vans). Our business manager and 3 Education Support Staff were at our school for 5 days a week and we were also able to employ an additional ES staff member for 3 days a week to assist and support teachers and students in need. Our school also had a Welfare Worker who was funded by the Chaplaincy Program who was at school 2 days a week.

Achievement

Tallygaroopna Primary School's teacher assessments from the Victorian Curriculum are above those of all Victorian government primary schools. English at the school level is 90.9% compared to the State - 89.7% where as Mathematics at the school level is 93.8% compared to the State - 90.3%. 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 or above compared to all Victorian government primary schools in 2019 and are aligned with the middle 60% of these schools as well. The 4 year average for Reading and Numeracy (students in the top 3 bands) was slightly lower when compared with the median of all Victorian government primary schools. Reading was 69% for the school compared to 73% for the state and Numeracy was 59.1% for the school compared to 67.1% for the state. The majority of Grade 3 students (14) were at or above the National Minimum Standards (NMS) in all areas except for 3 students in Spelling. Some students were in the top 2 Bands (5 & 6) in the following areas: Writing (4 - 33.3%), Reading (6 - 46.2%), Spelling (5 - 35.7%), Numeracy (5 - 35.7%) and Grammar & Punctuation (9 - 64.3%).

In comparison, NAPLAN results in 2019 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 53.5% for the school compared to 64.1% for the state and Numeracy was 50% for the school compared to 56.3% for the state. All students (13) in Year 5 were at or above the NMS for Writing, Reading and Grammar & Punctuation and there was only 1 student below the NMS in the areas of Spelling and Numeracy. It was pleasing that some students were in the top 2 Bands (7 & 8) in the following areas: Reading (30.8%), Numeracy (25%), Grammar & Punctuation (16.6%) and Spelling (16.6%). Results from the NAPLAN learning gain from year 3 to year 5 indicate some areas for future focus but also some improvements. High Growth was evident for 1 student in Writing and Spelling and for 2 students for Reading, Numeracy and Grammar & Punctuation. Medium Growth was evident for 6 to 7 students in all areas of NAPLAN and the percentage of students in the low learning gain percent had dropped in the areas of Grammar & Punctuation, Reading and Numeracy which was pleasing.

We believe that our implementation of the Readers Workshop Model has made a big impact on our data with more students now reaching the top 2 bands in different areas of English.The Big Write Program has generally had a positive effect on Writing along with our Smart Spelling Program and we continue to dedicate 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 continuing to be more ongoing in 2020 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. Regular classroom observations drive teaching and learning and aim to improve student achievement.

Engagement

Tallygaroopna Primary School's data for student attendance in 2019 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 10.9 compared to 16.3 to the state in 2019 and the 4 year average was also in line with this with our school recording 10.9 days of absence per student compared to 15.5 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 92% 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 2019, we continued to have a large emphasis on Student Engagement again with the implementation of fun and engaging learning opportunities for our children along with a comprehensive Specialist program. 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 2019, 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 with 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 as well – 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 and Reading Eggs and promote a positive atmosphere in our classes. In 2019, we introduced a BYOD program for the Grade 5/6 students and also utilised Dropbox with this class to enable easy access to classroom tasks in line with our Resource Smart Program which focuses on sustainability.

Our school went through a transition period again with staffing in 2019 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 2019 which allowed them to explore their interests and develop their skills and capabilities in a variety of areas. Specialist programs were offered in 6 specific learning areas in 2019. These were for Science, 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 or above other Victorian government primary schools. In regard to the Management of Bullying, the percentage endorsement for 2019 and the 3 year average were 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 2019, 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.

Tallygaroopna PS is an ESmart school and we frequently focus on cyber safety formally and informally at school. In 2019, 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. 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 $111,461 because of an increase in enrolments over the last 48 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.

The structure of our workforce also changed again in 2019 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 2019 and our school was funded for 6 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.

Towards the end of 2019, our school invested in some solar panels and we believe this asset will allow our school to be be able to move forward in a strong financial position. There are obviously strong links to teaching and learning with this school initiative.

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.

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

SCHOOL PROFILE

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

Enrolment Profile

A total of   88 students were enrolled at this school in 2019,   35 female and   53 male.

0 percent of students had English as an additional language and 9 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

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

Parent Satisfaction Summary

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

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	**Percent**	**Percent**	**Percent**
Percent endorsement (latest year)	85.1	85.8	79.2	92.0

School Staff Survey

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

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

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	**Percent**	**Percent**	**Percent**
Percent endorsement (latest year)	82.4	79.5	68.5	87.9

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

"Similar School Comparison" is a way of comparing school performance to similar schools in Victoria that takes into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are 'Similar', 'Above' or 'Below' relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

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

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	90.9	89.7	81.7	95.0	Above
Mathematics	93.8	90.3	81.8	95.8	Above

NAPLAN Year 3 and Year 5

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

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	84.6	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	64.3	67.7	50.0	84.6	Similar
Year 5	Reading (latest year)	61.5	67.6	50.0	83.1	Similar
Year 5	Numeracy (latest year)	58.3	59.3	41.2	76.4	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	69.0	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	59.1	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	53.5	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	50.0	56.3	40.7	71.7	-

NAPLAN Learning Gain

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

NAPLAN Learning Gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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.

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

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	27.3	54.5	18.2
Numeracy	33.3	50.0	16.7
Writing	33.3	58.3	8.3
Spelling	27.3	63.6	9.1
Grammar and Punctuation	18.2	63.6	18.2

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

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

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	10.9	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	10.9	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	92	97	95	94	95	95	94

WELLBEING

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	80.0	80.9	71.8	88.9	Similar
Percent endorsement (3 year average)	78.4	81.4	73.9	88.1	-

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	89.2	81.6	72.2	90.0	Above
Percent endorsement (3 year average)	88.8	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	$895,618
Government Provided DET Grants	$154,334
Government Grants Commonwealth	$7,815
Government Grants State	$0
Revenue Other	$11,183
Locally Raised Funds	$67,492
Capital Grants	$0
Total Operating Revenue	$1,136,442

Equity [1]	Actual
Equity (Social Disadvantage)	$6,599
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	$6,599

Expenditure	Actual
Student Resource Package [2]	$812,375
Adjustments	$0
Books & Publications	$3,287
Communication Costs	$1,571
Consumables	$22,781
Miscellaneous Expense [3]	$48,905
Professional Development	$3,993
Property and Equipment Services	$38,259
Salaries & Allowances [4]	$66,036
Trading & Fundraising	$17,871
Travel & Subsistence	$0
Utilities	$9,904
Total Operating Expenditure	$1,024,981
Net Operating Surplus/-Deficit	$111,461
Asset Acquisitions	$30,055

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	$73,669
Official Account	$5,435
Other Accounts	$0
Total Funds Available	$79,105

Financial Commitments	Actual
Operating Reserve	$34,031
Other Recurrent Expenditure	$729
Provision Accounts	$332
Funds Received in Advance	$4,754
School Based Programs	$11,500
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$7,664
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$8,000
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$12,094
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	$79,105

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 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, including:
    - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS) factors:
    - Sense of Connectedness
    - Management of Bullying

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

WHAT DOES *SIMILAR SCHOOL COMPARISON* REFER TO?

The Similar 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 '*NP*' MEAN?

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

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

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

WHAT IS THE *VICTORIAN CURRICULUM*?

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

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

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

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

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