

# 2019 Annual Report to The School Community



School Name: Wyndham Park Primary School (5540)



- 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 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 27 April 2020 at 11:58 AM by Laban Toose (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 27 April 2020 at 03:35 PM by Carol Achison-Mills (School Council President)

## About Our School

### School context

#### Vision:

Wyndham Park primary school's purpose is to empower all members of our of our School Community to grow academically, socially and emotionally through living the school's motto of Aspire, Learn & Achieve.

Values : Wyndham Park primary school has committed to our School Wide Positive Behaviours values of Respect, Responsibility and Safety.

These values are at the core of the positive culture at our school.

We have high expectations that our students and community will grow to their full potential and become active citizens and lifelong learners prepared for success in an ever-changing world.

Wyndham Park Primary School is located in the Suburb of Werribee in Melbourne.

In 2011 Glen Orden PS and Glen Devon PS were merged to form Wyndham Park PS.

We have a large and increasing number of students enrolled with English as an additional language (EAL).

Our school population is diverse with Karen and Arabic backgrounds being the highest represented.

The school has experienced a steady enrolment over the past 3 years. In 2019 at census the school enrolment was 407. On average we find enrolments and exits consistently occurring throughout the year as parents change schools, move to other suburbs or are settled locally via immigration/refugee settlement.

In 2019 we have 18 classes across 4 learning areas. Each learning area is referred to as a Learning Community and comprises Multi-age year levels: Foundation, Grade 1/2, Grade 3/4 and Grade 5/6. We have 40.1 equivalent full time staff with 3 Principal Class, 2 Leading Teachers, 23 teaching staff and 14 Education Support Staff. Our school also has a Specialist program, comprising The Arts, Music, Physical Education and Spanish Language.

The school has an extensive and strong Well being focus. The well being team is headed up by the Assistant Principal and includes a School Counsellor, Speech Pathologist, Support & Housing Worker, ISIS primary care worker, First Aid officer, and a Behaviour and Social Intervention staff member. Programs delivered by this team include a School Wide Positive Behaviours program and a trauma informed program developed by Berry Street Institute, called BSEM, which are fundamental to the positive behaviour culture of the school.

Wyndham Park Primary School is a member of Community Hubs Australia (CHA). Our Wyndham Park Primary School Community Hub (WSCH) has created strong links between our school and the community, and built sustainable long-term partnerships with community services, agencies, local government and the businesses of Wyndham.

The school has also implemented a wide range of information technology in each learning community and specialist area, developing professional knowledge and providing resources to best support teaching and learning. This includes our Online Learning Platform Seesaw, 1:1 netbook program in grade 5/6, a school wide robotics program, and our student and parent portal XUNO

#### Our Purpose :

We encourage and support students in

- Goal setting
- High expectations of academic performance
- Increasing their growth in NAPLAN scores
- Collaborating on and Celebrating their learning

We nurture positive relationships within the community through

- Fostering a visible presence of parents & community involved in the classrooms.

- Families being given opportunities for learning to assist their children's academic learning
- Offering supports such as translators to help families feel more comfortable when discussing their child's learning
- Continuing to develop and implement multiple sources of communication

We support the social and emotional well being of all members of the school community through

- Enhanced transitions
- Use of common language when discussing teaching and learning
- Partnering with and working with external agencies to support our entire school community

We support our workforce through

- The development and implementation of a consistent instructional model,
- Functioning PLT's within our PLC t
- The development of high levels of curriculum knowledge
- Building positive relationships with key stakeholders.

### **Framework for Improving Student Outcomes (FISO)**

At Wyndham Park Primary School we have an unwavering commitment to continue our focus on improving student academic outcomes. Currently our school improvement priority is Excellence in Teaching and Learning through the implementation of the key improvement initiatives of Building practice excellence, and Curriculum planning and assessment to create a Professional Learning Community Culture and improve the learning growth of every student in English and Mathematics.

The selection of these key improvement strategies are as a result of the 2016 School Strategic Peer Review. In particular our focus on building a professional learning community and providing targeted professional learning had supported teachers to better understand the learning needs of their students.

The development of the G.A.N.A.G instructional model and the use of learning intentions and success criteria throughout the school was an enabler to the achievement of the goals in the annual implementation plan.

In 2019 our FISO improvement initiatives and key strategies included

To Improve the learning growth of every student in Literacy & Numeracy with a particular emphasis on Reading.

- Build teacher capacity to differentiate teaching to challenge and ensure progress for every student in Reading
- Build teacher capacity to read and interpret data and a range of assessment strategies to teach to student's point of learning
- Implement ongoing, high quality staff professional learning with a particular emphasis on, HITS and Core teaching strategies.

To create a supportive learning community which nurtures the social and emotional development of all students.

- Continue to embed evidence informed initiatives (VicCurric BSEM & SWPBS) into our daily policies and practices.
- Develop and implement a systematic approach to setting, monitoring and reflecting upon challenging goals and providing effective feedback for all students and teachers.
- Develop authentic student voice opportunities to enhance the quality of relationships and to inform teacher practice.

### **Achievement**

Our unwavering commitment to improved student outcomes improved student outcomes has contributed to another year of improvements in NAPLAN and Teacher Judgement data. NAPLAN results for 2019

**Student NAPLAN results**

25% of students in year 5 experienced High Growth in Reading from 2017 - 2019.

24% of students in year 5 experienced High growth in Numeracy from 2017 - 2019

70% of students in year 3 achieved at or above expected standard in Naplan Reading with 25% of students in the top 2 bands

69% of students in year 3 achieved at or above expected standard in Naplan Numeracy with 24% of students in the top 2 bands

76% of students in year 5 achieved at or above expected standard in Naplan Reading (top 4 bands)

68% of students in year 5 achieved at or above expected standard in Naplan Numeracy (top 4 bands)

Our achievement in these areas stem from the implementation of the WPPS Professional Learning Community, Curriculum Guarantees, Teaching Schema for Master Learners (G.A.N.A.G) and our commitment to the data driven Response to Intervention Program that supports individual students in targeted learning areas. Additionally our implementation of the Levelled Literacy Intervention (LLI) reading program, and the use of Fountas and Pinnell resources has provided a sound foundation as a basis for our school wide English and Mathematics teaching. In 2020 we will be continuing our work towards embedding The Fountas and Pinnell Levelled Literacy Intervention program as part of Guided reading in our classrooms. The school has 3 leading teachers to guide our continued development of Literacy, Numeracy and Inquiry which will in turn continue to improve the achievement growth rate in English and Mathematics.

in 2019 we continued to improve staff climate & culture through our involvement in the Victorian PLC Initiative. Whilst there have been gains in staff professional knowledge, particularly in the area of Curriculum and Assessment, we recognise that there are still many areas to improve on, in particular the effective use of data to inform differentiated teaching. As a result our highest priority was the development of staff capacity to differentiate a guaranteed and viable curriculum with a focus on Reading.

We continued to focus on improved reading outcomes by implementing ongoing, high quality staff professional learning with a particular emphasis on, HITS and Core Teaching strategies

## **Engagement**

All of our work at WPPS was/is based on evidence-based practices. We acknowledge that our ongoing work with the Berry Street Education Model has had a significant impact on staff skills and student outcomes, and believe that this underpins all future work. Our focus for 2019 was to continue to embed our learning in this field into our daily policies and practices, as we turned our attention to the key improvement strategies listed above.

Student Voice and Agency was a priority giving students the opportunity to communicate ideas and opinions. Authentic student voice provided opportunities for students to collaborate and make decisions around what and how they learnt and how their learning was assessed.

The school continues to have a major focus on the School Wide Positive Behavior System (SWPBS) and Berry Street Education Model (BSEM).

Our School Values of Safety, Respect and Responsibility are embedded and sustainable across the school and have been the basis of improving student behaviour at Wyndham Park Primary School. In 2019 and continuing on in 2020 our staff continue to embed the Berry Street Trauma Informed Education Model program (BSEM). This program, delivered and implemented over the past 2 years, builds on the foundation of the SWPBS model and further supports specific wellbeing and engagement needs of the WPPS student population.

The Attitudes Towards School Survey – completed by the students - clearly highlights our success in building a positive school culture. The parent opinion survey also reflects the ongoing success and positive culture at Wyndham Park

Primary School. The average score for this data continue to be slightly below the state average. The entire school community should be congratulated on its continued efforts to focus on and reward positive behavior while also responding robustly to any serious breaches of the schools wellbeing policy.

Our Attendance data also improved significantly with students averaging fewer absences compared to 2018 with all year levels achieving above 90% attendance. Our tiered approach to improving attendance through information, attendance awards, our attendance mascot, attendance SMS system and Individual attendance plans for students at risk will continue to see these attendance rates improve further in 2020.

In 2020 we would hope that these continued improvements as well as the number of extra-curricular opportunities available to the students and community, via the school community hub, will enable the student learning outcomes to continue to grow.

Parent engagement at Wyndham Park Primary School has been a highlight for 2019. Parents and Community have made great use of the Community Hub and greatly supported the school through attendance to events such as the Foundation Day, Multicultural Day, School Color Run and Education Week activities. Parents have also been involved in a variety of fundraising activities and actively participate on School Council. The work that parents have completed in the various school sub committees of School Council has helped guide the school forward in key areas such as facilities and grounds improvements. Parents and Community have also contributed to key student support information and associated publications. Many parents have obtained their Working With Children check and support students in the classroom and on excursions. Finally in 2019 our parents and community have very successfully engaged in our improved digital communication activities, including our XUNO parent Portal, SMS attendance system, School Website, School Smartphone App and Facebook Page.

## Wellbeing

In 2019 the student wellbeing team that included a chaplain, school counsellor, Social Worker, Family Engagement Worker (HELP program), Behavior & Social Intervention team, and Assistant Principal . This team worked daily to support students and families through crisis and other issues that could affect student wellbeing and engagement.

The School also continued providing the Student Wellbeing Hub where students are able to access programs such as Behavior and Social Intervention (B+S program), Bike ED Lunchtime program (BOLT), and well being support. Additionally the Wellbeing team has successfully developed a school wide mindfulness program across the school. Activities such as brain breaks, mindful breathing and Calm coloring are now a routine part of the school day.

The School continues to deliver a comprehensive transition program for all of its students transitioning from Kindergarten to Foundation right through to year 6 - 7. The program includes an induction program for new students who arrive to the school during the year as well as 4 transition sessions during term 4 for the Foundation students. Foundation students also receive an interview prior to beginning school that enables the teacher to get to know the students strengths and areas for improvement.

Children in years 1-5 also participate in a 4 session transition program at the end of the previous year, the sessions are used to observe and record the interaction between the students to make the best possible decision about future groupings. The sessions are also used to facilitate the development of the culture of the Learning Community with the production of a matrix that outlines the behaviors required to develop a positive culture.

We have also developed strong partnerships with external organisations and local secondary schools who add to the depth of our transition programs by working closely with WPPS to ensure our year 6 students have multiple experiences at their new Secondary Schools. These partnerships include multiple meetings between the year 6 Learning Community staff and the year 7 staff at the secondary schools.

In 2019 the involvement of the school in the BEST START Community Connections program and Wyndham Schools

Community Hub further enhanced the Student wellbeing program through the implementation of a number of initiatives designed to support the whole family in the school community. Our school Community Hub has a maternal health service, 5 playgroups, and adult education courses.

### **Financial performance and position**

At the end of 2019 the school continued to maintain a small budget surplus. The school spent funding on a number of projects to enhance and develop the school facilities and infrastructure. The school was also successful in applying for a robotics program funding grant to the value of \$17,000. Finally as part of the schools ongoing commitment to developing the professional capacity of its workforce approximately \$50,000 was allocated for staff professional development in areas such as The Berry Street Education Model training, Leadership coaching from Growth Coaching International and Literacy coaching by Narissa Leung.

The Parents Group had a very successful year raising @\$3000 via Mother's and Father's Day stalls, and other fundraising initiatives. A highlight for the year was our Junior School Council led color run fundraiser. This event raised a total of \$9000 that contributed to the purchase and installation of air conditioning in 8 classrooms.

In 2019 it is expected that the school will continue to spend some funding on finishing the capital works projects including refurbishment of the Synthetic Soccer Pitch and Landscaping of the gardens at the front entrance of the school.

**For more detailed information regarding our school please visit our website at**  
<https://www.wyndhamparkps.vic.edu.au/>

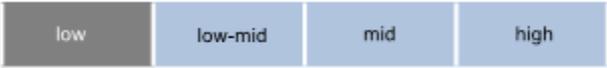
## Performance Summary

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: 

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 405 students were enrolled at this school in 2019, 180 female and 225 male.</p> <p>53 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

## Performance Summary

Achievement	Student Outcomes	Similar 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>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools: <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 10px; height: 10px;"></span>            Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below</p> <p>Below <span style="color: blue; font-size: 2em;">●</span></p> <p>Below <span style="color: blue; font-size: 2em;">●</span></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><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>Below </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>Below </p> <p>Below </p>

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison																																
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>57%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>45%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>50%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>33%</td> <td>44%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>22%</td> <td>70%</td> <td>7%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	57%	25%	Numeracy	31%	45%	24%	Writing	36%	50%	14%	Spelling	33%	44%	22%	Grammar and Punctuation	22%	70%	7%	<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> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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## Performance Summary

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

Engagement	Student Outcomes	Similar 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>Similar School Comparison</b> 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><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Below <span style="color: blue; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="margin: auto;"> <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>92 %</td> <td>88 %</td> <td>89 %</td> <td>92 %</td> <td>92 %</td> <td>90 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	88 %	89 %	92 %	92 %	90 %	90 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	88 %	89 %	92 %	92 %	90 %	90 %										

### Performance Summary

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

Wellbeing	Student Outcomes	Similar School Comparison
<p><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>Below <span style="color: blue; font-size: 2em;">●</span></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>		<p>Below <span style="color: blue; font-size: 2em;">●</span></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	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$4,280,805	High Yield Investment Account	\$99,431
Government Provided DET Grants	\$1,143,842	Official Account	\$15,065
Revenue Other	\$18,727	<b>Total Funds Available</b>	<b>\$114,496</b>
Locally Raised Funds	\$85,245		
<b>Total Operating Revenue</b>	<b>\$5,528,619</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$1,164,847		
<b>Equity Total</b>	<b>\$1,164,847</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,123,620	Operating Reserve	\$114,496
Books & Publications	\$48,072	Other Recurrent Expenditure	\$18,899
Communication Costs	\$12,831	<b>Total Financial Commitments</b>	<b>\$133,396</b>
Consumables	\$260,313		
Miscellaneous Expense <sup>3</sup>	\$483,434		
Professional Development	\$59,713		
Property and Equipment Services	\$346,266		
Salaries & Allowances <sup>4</sup>	\$3,232		
Trading & Fundraising	\$11,599		
Travel & Subsistence	\$3,217		
Utilities	\$44,794		
<b>Total Operating Expenditure</b>	<b>\$5,397,090</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$131,528</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 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)

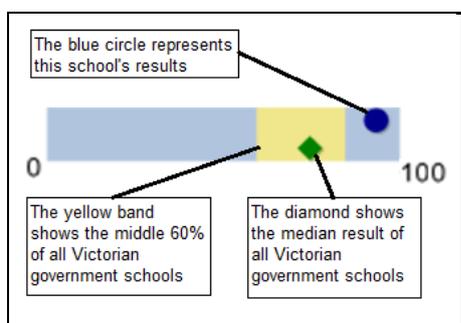
### Engagement

- 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').