

# 2019 Annual Report to The School Community



**School Name: Deepdene Primary School (3680)**



- 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 18 March 2020 at 02:48 PM by Kim Shipley (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 26 August 2020 at 11:56 AM by Justin Phillips (School Council President)

## About Our School

### School context

Deepdene Primary School provides a range of learning opportunities for a diverse student population. It is the school's goal that all students will achieve to their full learning potential. Making high quality teaching happen for every child, every day, in every classroom, is the single most important means by which we at Deepdene can deliver on our desire to enable all students to learn and achieve at high levels. The school aims to foster the highest individual learning achievement and learning growth. Every student should leave the school with a high sense of self-confidence and appreciation that learning is a lifelong process. While catering for all ability levels and learning styles, our focus is on the students being happy, engaged and achieving the best possible learning outcomes in Literacy and Numeracy. Our integrated units of work and our capacity to provide high quality specialist programs offer every student the opportunity to experience success. All students have the opportunity to participate in the school's outstanding Performing Arts Program and be involved in numerous extra curricula activities. The Deepdene Primary School Council and parent community is committed to maintaining the school as a highly effective learning community. Energy, enthusiasm, team spirit and effective partnerships between parents, students and all staff members are all key features of life at Deepdene Primary School.

Deepdene continues to be recognized as a high performing school as evidenced by Victorian Curriculum data, NAPLAN results, student attendance and Students Attitudes to School results.

The beginning of the school year saw Deepdene Primary School commence with an enrolment of 451 students who are drawn from within our designated Zone which primarily includes Deepdene and parts of Balwyn and Kew. Our enrolments remained steady in 2019 and this allowed us to maintain a 19 class structure with three Prep classes, three Year One, Four Year Two, three Year Three, two Year Four, two Year Five and two Year Six classes. These numbers included four International fee paying students and two PSD Funded Integration students.

In 2019 the school operated with two Principal Class teachers, one Leading Teacher and one Learning Specialist (Literacy), 19 full time teaching staff, 6 part time teaching staff and 7 Education Support staff. In term four of 2019 the Principal commenced long term leave and an Acting Principal and Acting Assistant Principal were appointed. These positions will continue for the duration of 2020.

#### School Vision

To provide a high functioning learning community that engages, inspires and supports students to achieve their best and become caring lifelong learners. To continue to foster strong relationships based upon mutual respect with an appreciation of our cultural diversity. We value quality teaching and providing learning opportunities for all students.

#### School Values

- Care and Compassion – care for self and others
- Doing Your Best – try hard and pursue excellence
- Honesty – be honest, sincere, truthful and trustworthy
- Integrity – ensure consistency between words and deeds
- Respect – treat others with consideration and respect another person's point of view
- Responsibility – contribute to the school community and take care of the environment
- Understanding, Tolerance and Inclusion – show understanding of others and their cultures, treating all people fairly

#### Intent, Rationale and Focus

Intent - To improve the learning growth and outcomes for all students in literacy and numeracy

Rational – The whole school approach to the teaching of literacy and numeracy supports the high academic results that the school has achieved in these areas. The focus on building teacher capacity to improve student outcomes will maintain and improve our results

Focus - Curriculum planning and assessment /Building Practice excellence / Building leadership teams

Intent - To deepen and strengthen student voice, learner agency and student leadership

Rational – Evidence from teacher focus groups and student focus groups as part of the Review process indicated that there is some evidence of student voice and agency. With an improved whole school approach and teacher understanding in these areas we will provide greater opportunities for student involvement in their learning

Focus- Empowering students & building school pride / Setting expectations and promoting inclusion

### Framework for Improving Student Outcomes (FISO)

Our FISO focus centres on building practice excellence through the High Impact Teaching Strategies and continuing to promote and implement a whole school approach to student health and wellbeing, student voice and learner agency. We have formed links with Balwyn North, Greythorn and Belle Vue Primary Schools using HITS as the focus and working towards sharing best practice to improve curriculum planning and assessment. To date teachers from all schools have participated in shared professional learning sessions and moderation of work samples and assessment tasks. This is an excellent opportunity for teachers/teams to meet, network, share ideas as well as ensure there is consistency across schools in unpacking and using the HITS.

In 2019 the learning continued to focus on the importance and benefits of working in collaborative teaching teams, and implementing the High Impact Teaching Strategies (HITS) in all classrooms. We specifically focussed on the HITS related to Student Voice, Learner Agency and Student Leadership. An external consultant, Glenn Pearsall, facilitated a combined professional learning day at the commencement of the year. The FISO schools then nominated FISO Leaders who coordinated ongoing professional learning opportunities and school visits for all teachers. As part of our continued work with the schools in our FISO Network, the staff from each school met regularly throughout the year to share professional learning and best practise. High Impact Teaching Strategies will continue as a focus in 2020, and we will continue links through our FISO Network Communities with Balwyn North, Greythorn and Belle Vue Primary Schools.

### Achievement

Deepdene continues to be recognised as a high performing school as evidenced by Vic Curriculum data and NAPLAN results and this was highlighted at our School Review which was conducted in 2018. The Review Report identified that; 'The school has clearly documented curriculum and offers a wide range of extra curricula activities. The school offers a broad range of extra curricula activities which enhance the school curriculum. There is a whole school approach to the teaching of literacy and numeracy.'

NAPLAN data indicates that in all domains for Year 3 and Year 5, students are performing at a level similar or higher than similar schools. Our work on Writing and the HITS over the last two years has led to a whole school approach to the teaching of these areas. Comprehensive planning and programs in the teaching of Literacy and Numeracy and incorporating the use of ICT have continued to be the focus of targeted improvement in 2019.

- Our 2019 target for Year Three was to increase the number of students achieving in the top 2 bands in NAPLAN writing, from 60% (2018), to 65% (2019). Our 2019 results indicated that the percentage had increased to 74% which was substantially over target.
- Our 2019 target for Year Five students was to increase the percentage of Year 5 students achieving in the top 2 bands in NAPLAN writing, to increase from 37% (2018), to 45% (2019). Our 2019 results indicated the percentage had increased to 43%.

High quality meticulously planned and challenging programs extend the potential of each individual student. It is our aim to provide high quality instructional practice and further develop teacher capacity. Teachers work in collaborative teams to ensure high levels of program delivery and student achievement. In 2019, we continued to provide students with rich learning experiences and assessment tasks in accordance with the Victorian Curriculum. The 'VCOP' whole school writing program continued, as did The Seven Steps to Writing program. In 2019 all Area Leaders were trained in The Seven Steps strategies. These programs supported a whole school approach to an agreed instructional framework in the teaching of Writing. Staff continued to work in collaborative teaching teams, and implementing the High Impact Teaching Strategies (HITS). The areas of Student Voice, Learner Agency and Student Leadership were our priority. Student resilience and wellbeing continued to be a priority focus in 2019. We continued to implement the 'Friendly Kids Friendly Classrooms Program' and the 'Resilience, Rights and Respectful Relationships Program'. Best teaching practice included whole school consistency in differentiating learning, grouping students, and the development of specific learning goals.

## Engagement

High levels of student attendance are promoted and celebrated. In 2019 our Student Absence data was slightly lower than the State Median with an average of 14 absence days. This is a slight increase of the 2018 average of 10.4 days. During 2019 we continued monitoring student absences on Compass and parents now take responsibility for logging absences online. This allows parents to see an ongoing record of their child's school attendance and alerts staff of any 'unapproved' absences that need to be followed up. There is a variety of reasons for absence days, including a high incidence of extended family holidays and visits overseas for cultural celebrations. The Students' Attitudes to School Survey indicate that our students are highly engaged and have a strong sense of belonging and connectedness to school. In 2019 the percentage endorsement (agree or strongly agree) positive responses to the Student Attitudes to School Survey were 84% percent, a slight increase from 82% in 2018. This result is consistent with similar cohort schools. In 2019, Deepdene Primary School continued to improve student engagement through the continued personalisation of learning, as well as focusing on High Impact Teaching Strategies related to Student Voice, Learner Agency and Student Leadership. Programs across all levels included continued levels of support for high achievers and greater student responsibility for learning. The school continues to promote a positive sense of student connectedness to school through the identification of individual learning styles and learning preferences across the school. To ensure individualised learning, teachers develop an Individual Learning Plan for all students who have demonstrated results six months below, or twelve months above expected standard. In 2019, the school continued to offer a range of extra curricula activities and experiences including camps, excursions, incursions and extra opportunities in the areas of Performing and Visual Arts, Physical Education, LOTE (French), Chess Club, various ensembles and bands, lunch time tennis, library time and whole school community and cultural events. During 2019 the school further embedded student leadership practices across the school with a particular emphasis on Student Voice and learner Agency.

## Wellbeing

Student Attitudes to School Survey for 2019 indicates a high level of wellbeing in our students. The area of 'Sense of Connectedness' has demonstrated a small increase in positive responses from 82% in 2018 and 85% in 2019 and in the area of 'Management of Bullying', positive student responses have improved steadily 64% in 2018 to 72% in 2019. At Deepdene Primary School, there is a strong emphasis placed on student wellbeing, which is promoted through a sense of responsibility and cooperation as identified and supported in our Student Code of Cooperation. All students adhere to the Deepdene Code of Cooperation and a whole school expectation is emphasised with all levels across the school. In 2019, Deepdene Primary School continued implementing the 'Friendly Kids, Friendly Classrooms' program across all levels and social skills activities promoting fairness, confidence, caring and compassion, tolerance and inclusions are included in our integrated units of work. During 2019, students will continue to be involved in the 'Friendly Kids, Friendly Classrooms' program and 'values of the week' will be promoted and highlighted in each area each week.

In 2018 the 'Resilience, Rights and Respectful Relationships Program' was trialled in Levels Five and Six with positive results. This program was implemented across all levels in 2019. Student Wellbeing has continued to be a whole school priority in 2019.

Students, teachers and parents work cooperatively, coherently, and supportively as a whole school community. Classroom programs are enhanced and supported by including the programming of a variety of resilience techniques and activities including 'The Smiling Mind' and mindfulness techniques. The school continues to promote a positive sense of student connectedness to school through the identification of individual learning styles and learning preferences across the school. There is a shared whole school commitment to ensure a safe, caring and nurturing environment.

## Financial performance and position

Income: Locally raised funds comprise approx. 49% of all income. We are fortunate to have a supportive community: 8% of total income is from donations and fund raising, and annually upwards of 90% of all families pay student contributions for classroom supplies, computer leasing/purchase and building maintenance.

Expenditure: Strong parental support enables Deepdene to purchase excellent curriculum and classroom materials;

and to maintain buildings and grounds to an excellent standard. Continued strategic financial management in 2019 has allowed Deepdene to continue to maintain and improve the 100-year-old main building, continue to support a strong ICT program and fully fund approved program budgets.

School Council has undertaken extensive work to form a Deepdene Primary School Master-plan. This Master-plan has prioritised spending over the next four years in the identified areas of; Architecture Projects, Landscape Projects and Educational projects

Projects which were approved for funding in 2019 included:

- Recarpeting to the ground floor in the main building
- Completion of the Friendship Garden project
- Upgrade to bike storage area and the installation of new bike and scooter storage racks
- Refurbishment of 2 classrooms (rooms 6 & 7) in the main building. This refurbishment included removal of existing stages, repainting, re carpeting, new joinery, LED lighting and new ergonomic furniture

Our operating statement for the period ending 31st December 2019 indicates we are in a strong position financially with a Net Operating Surplus of \$310, 245. This surplus is a combination of credit which is held by the department, and locally raised funds which we have managed to maintain as surplus over several years. These funds are kept in surplus for staffing contingency or other unforeseen major works.

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

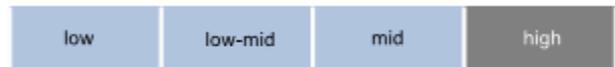
#### Enrolment Profile

A total of 451 students were enrolled at this school in 2019, 213 female and 238 male.

29 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

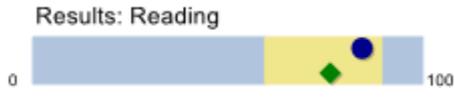
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><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="color: yellow;">■</span> Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Primary Schools: <span style="color: green;">◆</span></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>Above <span style="color: teal;">●</span></p> <p>Above <span style="color: teal;">●</span></p>

## Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
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>Below </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>Above </p> <p>Above </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 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>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>9%</td> <td>39%</td> <td>52%</td> </tr> <tr> <td>Numeracy</td> <td>11%</td> <td>50%</td> <td>39%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>45%</td> <td>40%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>53%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>12%</td> <td>63%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	9%	39%	52%	Numeracy	11%	50%	39%	Writing	15%	45%	40%	Spelling	14%	53%	33%	Grammar and Punctuation	12%	63%	26%	<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> <p>Statewide Distribution of Learning Gain (all domains)</p>	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: 24px;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	93 %	93 %	94 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	93 %	93 %	94 %	93 %										

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** 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>Similar <span style="color: lightblue; 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>Similar <span style="color: lightblue; 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	\$3,262,162	High Yield Investment Account	\$342,779
Government Provided DET Grants	\$384,746	Official Account	\$22,081
Government Grants Commonwealth	\$6,453	Other Accounts	\$44,199
Revenue Other	\$22,886	<b>Total Funds Available</b>	<b>\$409,060</b>
Locally Raised Funds	\$626,048		
<b>Total Operating Revenue</b>	<b>\$4,302,296</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$5,000		
<b>Equity Total</b>	<b>\$5,000</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,090,230	Operating Reserve	\$145,652
Books & Publications	\$8,185	School Based Programs	\$139,612
Communication Costs	\$5,550	Funds for Committees/Shared Arrangements	\$79,705
Consumables	\$69,603	Maintenance - Buildings/Grounds < 12 months	\$34,586
Miscellaneous Expense <sup>3</sup>	\$474,055	Maintenance - Buildings/Grounds > 12 months	\$69,218
Professional Development	\$13,543	<b>Total Financial Commitments</b>	<b>\$468,773</b>
Property and Equipment Services	\$148,981		
Salaries & Allowances <sup>4</sup>	\$73,759		
Trading & Fundraising	\$63,537		
Travel & Subsistence	\$439		
Utilities	\$45,716		
Adjustments	(\$1,547)		
<b>Total Operating Expenditure</b>	<b>\$3,992,051</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$310,245</b>		
<b>Asset Acquisitions</b>	<b>\$115,785</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').