

# 2019 Annual Report to The School Community



School Name: Lalor East Primary School (4976)



- 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 16 March 2020 at 05:02 PM by Linda Richards (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 March 2020 at 02:59 PM by Vu Nguyen (School Council President)

## About Our School

### School context

#### Vision, Values and Purpose

By the end of their primary school education, our aim is for every child to be Literate, Numerate, Happy and Healthy and to reflect our values through their individual actions and active participation in our local and global community.

We believe that:

- students are central to any and all decisions
- every child can learn; just not in the same way, on the same day at the same pace
- learning is never done, it is a lifelong voyage
- learning is a partnership between students, their family and the school
- we all need to develop, evolve, refine and reflect on our practice as part of continual improvement.

The Department of Education values of Responsiveness, Integrity, Impartiality, Accountability, Respect, Leadership and Human Rights together with the Code of Conduct for Public Sector Employees shows us at our best and helps achieve the outcomes we seek in building Victoria as the Education State: the learning, engagement and development of children and young people, the growth of their skills and the broadening of their horizons.

At a local level, our school values are: Respect, Honesty, Caring, Cooperation and Personal Best.

#### Geographic Location

Lalor East Primary School opened in 1972 in an established residential area of Thomastown (Approx 30 km north from Melbourne's CBD). We are proud of the diverse multicultural community we serve with twenty-six different languages represented at our school. Equal numbers of students are from a Samoan and Iragi background (10.51% of the student population). The enrolment peaked at 310 students at the end of 2019 compared to 296 at the end of February. The SFO for 2019 was 0.735 placing the school in the mid-low economic range. The SFOE was 0.5814.

#### Workforce Composition

In 2019, Lalor East Primary School had an established workforce of 37 staff members which included a mix of experienced staff and two new graduates. Staff time fractions ranged from two days a week to full time. Two senior staff members retired at the beginning of 2019. Staff composition included: a Principal, Assistant Principal, Leading Teacher (Literacy) and Learning Specialist (Mathematics), twenty two teaching staff and twelve education support staff whose duties focused on providing administrative support (Office) and assisting students in the classroom. The Education Support staff also included a maintenance person to complete a number of building related jobs around the school.

#### Size and Structure

Enrolment numbers fluctuated throughout the year from 296 students at the beginning of the year on census day to 310 at the end of the year. In addition, to this a number of families transferred in to the school, taking the place of other families who moved into the new homes they had built in the newer estates in the area. Approximately 56% of students are male and 44% female. The transitory nature of our student population impacted on the class sizes with the Grade 3/4 classes having higher than anticipated students numbers than originally projected and planned for.

Thirteen classes were established for 2019 which included: 2 X Prep classes, 4 X Grade 1/2, 3 X Grade 3/4 and 4 X Grade 5/6. Class numbers were higher in the Grade 3-6 classes with an average of 25 students. Specialist classes were run in Art, Music/Spanish, Phys/Ed and Social Skills. Students in Prep - Grade 2 visited the Oral Language Centre for an hour each week. Classes visited the computer lab and library each week.

#### Facilities Redevelopment

The school was thrilled to be allocated \$8.9 million dollars in the Victorian State Budget to related to the government's Asbestos in Schools Removal Program. These funds will allow a whole school rebuild of the learning spaces and

administrative facilities to bring the school into the 21st century and allow us to provide flexible and open learning spaces for our students. The modular building project will see the development of two learning communities and new administrative areas. This is a significant development for our community and has been welcomed with enthusiasm and excitement. The second half of 2019 saw the development of designs for the new school buildings ready for the commencement of the project in early 2020. The works are due to be completed ready for the commencement of the 2021 school year.

### Framework for Improving Student Outcomes (FISO)

In 2019 the school's Annual Implementation Plan focused on implementation of Key Improvement Strategies related the FISO dimensions of Excellence in Teaching and Learning - Building Practice Excellence and creating a Positive Climate for Learning - Empowering Students and Building School Pride. This included:  
 improving reading outcomes for all students  
 improving numeracy outcomes for all students  
 improving student engagement at school.

To support implementation of these KIS a whole school instructional model was developed which promoted high quality consistent teaching and learning, strengthening the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning needs of all students and building teacher capacity to embed high impact teaching strategies through professional learning, peer observation and feedback. A School-wide Positive Behaviour Program was implemented through partnership with students and teachers.

### Achievement

We were happy with the 2019 NAPLAN Reading Data which saw us achieve three of our four goals:

- o 30% of Year 3 students working in the Top 2 NAPLAN Bands for Reading (achieved 35.5% of year 3s operating in the top two bands)
- o 15% of Year 5 students working in the Top 2 NAPLAN Bands for Reading (achieved 15.7% of years 5s operating in the top two bands)
- o 10% of Year 3 students working in the Bottom 2 NAPLAN Bands for Reading (achieved 6.7% of year 3s operating in bottom 2 bands for reading)
- o 25% of Year 5 students working in the Bottom 2 NAPLAN Bands for Reading (did not achieve goal as 23.6% in bottom two bands).

At least 15 % of students were operating above the expected level for Reading at every year level as assessed against the Victorian Curriculum Achievement Standards.

Disappointingly we did not achieve any of our Numeracy goals and Numeracy will be a major focus for 2020 and beyond.

- o Increase the number of Year 3 students working in the Top 2 NAPLAN Bands for Numeracy. (25% in 2018) (not achieved only 22.7% in 2019)
- o Increase the number of Year 5 students working in the Top 2 NAPLAN Bands for Numeracy. (22.5% in 2018) (not achieved only 7.6% in 2019)
- o Decrease the number of Year 3 students working in the Bottom 2 NAPLAN Bands for Numeracy. (14% in 2018) (not achieved as 20.4% in bottom two bands in 2019)
- o Decrease the number of Year 5 students working in the Bottom 2 NAPLAN Bands for Numeracy. (27% in 2018) (Not achieved as 30.7% working in bottom two bands in 2019).

Students supported through the Programs for Students with a Disability showed satisfactory progress in achieving their individual goals as identified in their Individual Learning Plans.

Our Year 3 and 5 NAPLAN results for Reading and Numeracy compared to similar schools were disappointing

compared to 2018 with results below in three of the four categories. Only the Year 3 Numeracy results were similar.

NAPLAN Learning Gain is measured for Years 3-5 in five domains, Reading, Numeracy, Writing, Spelling, Grammar and Punctuation. The percentage Medium and High Learning gain for NAPLAN was highest in Writing and Spelling domains. Grammar and punctuation saw similar results recorded for low, medium and high learning gain ranging from 33 - 35%. While the percentage of Medium gain was highest in Numeracy (53%) of the five domains, the percentage of low gain (40%) was significantly higher than those recorded for Writing (19%), Spelling (28%), Grammar and Punctuation (33%). The percentage of high learning gain was higher for Reading (20%) than Numeracy (7%).

## Engagement

Student attendance continued to be a focus in 2019. The importance of regular attendance was recognised through the month and term prizes awarded at the weekly assembly, to students who achieved our 95% attendance target. Student learning outcomes continued to be impacted by higher than desired absences with 30% of students having more than 20 days absence for the year. The school's expectation is to complete Absence Learning Plans for all students intending to travel overseas with their families. These plans detail tasks students can complete while missing school to ensure they are able to keep up with their learning, but the reality is very few families notify the school of their intentions to travel overseas with enough notice to hold the necessary meetings to complete the Attendance Learning Plan.

A major highlight of the year was the growth in student voice and agency as a result of increased collaboration between staff and student leaders on a number of key initiatives/projects including:

- the construction of a school-wide Instructional Model (Amplify Pilot Project)
- the development of the Behaviour Matrix and Minor and Major Behaviours Chart (School-wide Positive Behaviour Support Program)
- their participation in the School Review process when students presented to the Review Panel, gave feedback from Learning Walks with Panel members
- their input into the development of the new school logo to be launched mid 2020.

It will be important to capitalise on the incredible work with regards to Student Voice and Agency in 2020 by continuing to provide opportunities for students to play a meaningful role in the direction of the school and their own personal learning.

## Wellbeing

The Student Attitudes to School - Sense of Connectedness results were close to those of the state with only a 0.6% difference (LE 80.3% and the state 80.9%). The percentage of endorsement over a 3 year average was higher at Lalor East (83.3%) compared to that of the State (81.4%).

The results for Management of Bullying were also very close with Lalor East achieving 81.3% compared to 81.6% for the State. Again the percentage endorsement over 3 years is higher for Lalor East (82.4%) compared to the State (81.7%).

Work continued in 2019 to provide well-being support to our students, their families and the community through provision of staffing or programs at the school level and through a number of key community partnerships. At a school level this included allocating a staff member 2 days a week to oversee welfare and social skills programs to help boost the students' self esteem and have a greater awareness of how to positively manage their emotions. The social skills program also included the popular Girls With Attitude program for Grade 5-6 students and the introduction of a Boys with Attitude program. A highlight of the program was the exhibition of the Girls With Attitude Inner Beauty poems at Parliament House as part of a special exhibition celebrating the talents of the students in the Thomastown electorate.

Students in Prep - 6 participated in a whole school Peer Support Program with the Grade 5-6 students acting as

mentors and teachers for the weekly sessions.

Extensive work was completed related to the School Wide Positive Behaviour Support Program which saw the development and implementation of a Behaviour Matrix and Minor and Major Behaviours Chart to provide a framework for the management of student behaviour. The highly sort after 'Focus on the Good' cards were launched and the 'Eastland Shop' opened where students could exchange the Focus on the Good cards for a range of items or experiences.

Support was provided through key partnerships with external agencies:

Berry Street and Whittlesea Council - community playgroups for children from birth - school age

The Smith Family - Learning for Life Scholarships, mentor support for the weekly The Learning Club, resourcing for The Young ICT Explorers program and Student to Student Reading program

Eat Up - provision of lunches and snacks for students who don't have lunch or snacks

Semper Dental - six monthly dental checks

School Focused Student Services - Canine Comprehension Program

Future Foundation Art Program.

Work in 2020 will continue to focus on expanding our work in this important area through an increase in the hours of the wellbeing teacher and through the development of lessons to support student understanding of the School-wide Positive Behaviours Program. The 2020 AIP includes targets to increase the students' sense of connectedness to the school.

## Financial performance and position

Lalor East Primary School maintained a very sound financial position throughout 2019. The 2016-2019 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$164 164. This surplus occurred through savings in staffing costs as a result of some staff members needing to take significant leave. Additional funds were allocated to the school through increases in maintenance funds. These funds helped cover previous years' shortfalls for essential maintenance services and utility expenses. Asset acquisitions included the solar panels installed at the beginning of 2019 and the access ramps installed at the end of June. Significant work was undertaken to update our assets records to better reflect our current assets.

Equity funding was utilised for the provision of staffing including for the Prep-2 Oral Language Program and a full time Literacy Leading Teacher. Funds were also used to purchase Literacy and Numeracy resources including books for classrooms libraries and Fountas and Pinnell testing kits. Funds allocated to the purchase of digital technology resources have been carried forward to 2020 for the purchase of new devices better suited to our new flexible and open learning spaces.

The Government Grants Commonwealth showed a deficit as funds allocated to the Sporting Schools Program were not fully expended and needed to be repaid. Locally raised funds included money raised for excursions, camps paid by families.

Surplus funds will be allocated to the purchase of new resources for the new school buildings.




**For more detailed information regarding our school please visit our website at**  
[www.laloreastps.vic.edu.au](http://www.laloreastps.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 296 students were enrolled at this school in 2019, 129 female and 167 male.</p> <p>58 percent were EAL (English as an Additional Language) students and 1 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:  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  Above  Similar  Below</p> <p><b>Below</b> </p> <p><b>Below</b> </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>Below </p> <p>Similar </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

**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>45%</td> <td>34%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>40%</td> <td>53%</td> <td>7%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>52%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>28%</td> <td>48%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>35%</td> <td>33%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	45%	34%	20%	Numeracy	40%	53%	7%	Writing	19%	52%	29%	Spelling	28%	48%	25%	Grammar and Punctuation	33%	35%	33%	<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%
Domain	Low	Medium	High																															
Reading	45%	34%	20%																															
Numeracy	40%	53%	7%																															
Writing	19%	52%	29%																															
Spelling	28%	48%	25%																															
Grammar and Punctuation	33%	35%	33%																															
Gain Level	Percentage																																	
Low	25%																																	
Medium	50%																																	
High	25%																																	

## 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>Similar <span style="color: teal; font-size: 2em;">●</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>91 %</td> <td>91 %</td> <td>89 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	89 %	91 %	92 %	92 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	89 %	91 %	92 %	92 %	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: 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><b>Below</b> </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><b>Similar</b> </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

Revenue	Actual
Student Resource Package	\$3,089,395
Government Provided DET Grants	\$656,632
Government Grants Commonwealth	(\$46,354)
Government Grants State	\$90,583
Revenue Other	\$14,068
Locally Raised Funds	\$140,519
<b>Total Operating Revenue</b>	<b>\$3,944,842</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$601,021
<b>Equity Total</b>	<b>\$601,021</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$3,092,196
Books & Publications	\$4,014
Communication Costs	\$9,380
Consumables	\$71,010
Miscellaneous Expense <sup>3</sup>	\$90,065
Professional Development	\$24,873
Property and Equipment Services	\$148,401
Salaries & Allowances <sup>4</sup>	\$287,376
Trading & Fundraising	\$22,297
Utilities	\$31,066
<b>Total Operating Expenditure</b>	<b>\$3,780,678</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$164,164</b>
<b>Asset Acquisitions</b>	<b>\$113,078</b>

### Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$574,075
Official Account	\$53,220
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$627,295</b>

Financial Commitments	
Operating Reserve	\$107,816
Other Recurrent Expenditure	\$114
Funds Received in Advance	\$43,000
School Based Programs	\$100,000
Asset/Equipment Replacement < 12 months	\$200,000
Capital - Buildings/Grounds < 12 months	\$10,000
Asset/Equipment Replacement > 12 months	\$15,000
Maintenance - Buildings/Grounds > 12 months	\$150,000
<b>Total Financial Commitments</b>	<b>\$625,930</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)

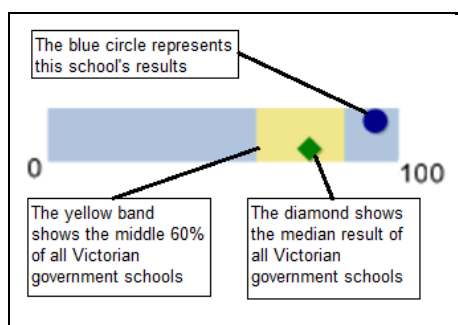
### Engagement

- 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).

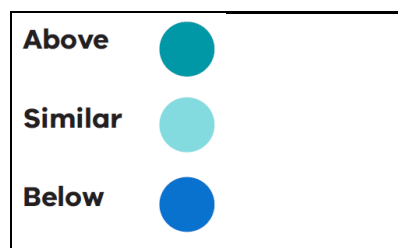


## What does *School Comparison* refer to?

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').