**2018 Annual Report to**

**The School Community

School Name: Wandin North Primary School (3892)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://www.vit.vic.edu.au/)).
* The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
* The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School
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| Attested on 08 March 2019 at 12:39 PM by Paul Bailey (Principal) |

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| * All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
* To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
* To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.
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| Attested on 01 April 2019 at 11:03 PM by Craig McEvoy (School Council President) |

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**About Our School**

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| School context |
| Wandin North Primary school is a medium sized school of 291 students located 50km east of Melbourne. The school is nestled in a bushland environment and first opened its doors in 1915. To support students our staffing is made up of 1 Principal, 1 Assistant Principal, 14 classroom teachers, 4 specialist, 7 Education Support and 2 Administration staff. Our School values are based on high expectations- Aim High, Respect- to self and others, organisation- Be Organised and resilience- Bounce Forward. Values are strongly supported by teachers who use agreed whole school language to affirm positive choices and consistent consequences for negative behaviour. Our school culture results in academic growth and personal wellbeing. A strong partnership between home and school exists with a very high level of parent participation and involvement in the school community. At all times a positive attitude to learning is fostered by recognising and rewarding effort, attitudes and behaviour. Student Learning Outcomes are consistently strong, with an emphasis on agreed whole school approaches. Deepening teacher capacity to analyse and use student-learning data to drive planning has continued to be a focus. Student growth is strongly monitored and is evidenced by Individual Learning Plans, intervention programs, frequency of home/school communication, year level and weekly planning. Teachers differentiate the curriculum to support individual student needs.  |
| Framework for Improving Student Outcomes (FISO) |
| Excellence in Teaching and Learning: Building practice Excellence - Embedding Professional Learning was collaborative, involving reflection and feedback- To move to embedding, a systematic approach for classroom observation of effective practices and feedback needs to be developed in curriculum areas of Literacy and Numeracy. Our intention is to focus on the criteria of 'regular' observation/feedback to support both point of need learning in addition to embedding observation/feedback into the improvement cycle and our schools expectations of triangulated evidence used in the PDP process.  Professional Leadership: Building Leadership Teams – Evolving towards to Embedding. To move to Embedding, we recognise that our Leadership team needs to develop a shared understanding of the FISO initiatives and its link to our school vision, values and culture. To achieve embedding we are focused on changing the system of observation, modelling of effective practice and feedback through timetabling of the Learning Specialist, Literacy and Numeracy PLT Leaders systematically in 2019. Providing appropriate and timely feedback to school leaders is also needed.Positive Climate for Learning: Empowering students and building school pride- Evolving towards to Embedding. Explicit student feedback is only sought from years 4-6 via the AToSS. Improved input from students focusing on feedback to teachers and from teachers was a focus for 2018 and will continue into 2019. Improved input from students focusing on feedback to teachers and from teachers has been a focus for 2018 and will continue into 2019. The AMPLIFY team was established to improve student voice, agency and leadership which we will use to meet the excelling criteria of routinely seeking student feedback to inform planning for school improvement. Student Leaders presentations to School Council need to be expanded in addition to planned student leader meeting each Term. Community Engagement in learning: Global Citizenship- Emerging moving towards Evolving We introduced Global Citizenship as a specialist subject, focused on delivering a globalized curriculum. To meet the evolving criteria, the school will look for opportunities to celebrate special events to build knowledge and understanding of different cultural and linguistic backgrounds in 2019. Our school has focused on building its symbolic and curriculum plans with particular focus on indigenous studies in 2018. Our school leaders developed a Welcome to Country to pay respect Aboriginal elders past and present. |
| Achievement |
| Reading: Year 5 Reading did not reach the expected high growth or meet predictions of 59% (35%). Year 3 Readers were predicted at 59% and performed well above at 80%in the top two bands which is exceptional.Writing: Top two band performance for year five was very poor at 10%, well below the predicted outcome and does not reflect previous years. To note, Similar schools (8%), Network (11%) and State (14%) were also at an unprecedented low. Bottom two band outcome at 17% was also unpredicted. Year 3-5 Relative growth trend is very good however, year 5-7 transitional data is not meeting the expected targets. To note, top 2 band outcomes for year 5-7 were maintained which is exceptional, and goes against the trend of a % reduction across these year levels. Bottom 2 band outcomes years 5-7 were also reduced in all areas except spelling which remained the same. Spelling: Meeting the expected targets. 3-5 relative growth was marginal for low growth and at expected for high growth. 5-7 transitional is slightly below previous years and is a marginal result for low an high growth. Top and bottom 2 bands maintained or improved % of students working above or below expected standards. G&P: Meeting the expected targets for top and bottom 2 bands years 3-5 and 5-7. 3-5 relative growth was marginal for low growth and 18% for high growth. Expected transitional relative growth outcomes across years 5 and 7 were not met. Numeracy: We are meeting and exceeding targets for years 3 - 5, 5-7 top and bottom 2 bands. Year 3-5 relative growth met expected standards, whilst transitional relative growth was below the expected outcome.Student Learning Outcomes/Teacher Judgements: The percentage of students Prep-6, achieving higher than expected in Literacy and Numeracy based on teacher judgements, is above comparative schools. Our focus is to maintain or improve the SLO of the previous year in addition to timely identification and closing of any learning gaps for at risk/underperforming students. |
| Engagement |
| Attendance: We met our target of 12 days absenteeism per student in 2018: Preps averaged 9.1 days, Grade 1/2 averaged 10.2, 3/4 averaged 11.8 and 5/6 averaged 12 days. Unapproved absences have reduced. SMS messaging has been highly successful alerting parents to student absence and approvals required. Attitudes to School Survey: Student Motivation- target 76%, achieved 85% Stimulated Learning- target 70%, achieved 85%. School Connectedness- target 76%, achieved 82%. Learning confidence- target 80%, achieved 93%Staff Survey: Based on 2018 Staff Survey outcomes the following components of; School Climate- Staff Trust in colleagues (73%), Teacher Collaboration (73%), Teaching and Learning - Practice Improvement, Discuss problems of practice (70%) Parent Survey: 97% of parents are satisfied with the school overall.  |
| Wellbeing |
| Attitudes to school survey: Learner dispositions and social engagement indicators affirm that the majority of students feel they are confident, motivated learners. The % of students NOT experiencing bullying is high. The % of Year 5 students reported being bullied reduced in 2018. The % of student sense of connectedness (82% compared to state 81%), sense of inclusion (94% compared to state 89%) and student voice (76% compared to state 71%) was above state. Upon analysis the Year 5 males rated the domains teacher student relations and social engagement considerably low. This will cohort of male students will be monitored in 2019. This result was not evident for the Year 5 females and Year 6 cohort. Parent Survey: Parents reported their children are very motivated to learn, with a result of student motivation at 92%. Parents are reporting students feel happy and safe at Wandin North. Positive Psychology- Growth Mindset: Anecdotally our student capacity to self-regulate, self-reflect, be resilient and take responsibility have all shown improvement. We are able to hear students and teachers using the shared language of growth mindset and observe students trying multiple ways or strategies to achieve. Visibly, classrooms have agreed growth mindset anchor charts and displays which are referred to based on lesson observation and feedback. Specifically, we are able to see/hear growth mindset in mathematics lessons where we are using Jo Boalers approach to developing mathematical mindsets.  |
| Financial performance and position |
| A Net Operating Surplus was the result of; increasing enrolments in 2018, 67 Prep enrolments and 29 graduating students. An expert level teacher was granted a second year of approved leave and was replaced by a Graduate teacher. Wandin North’s annual fundraiser was again highly successful and the Harvest Market raised $28,000 in additional funds for our school community. We were in receipt of additional funding through Commonwealth Government grant funding to the value of $4546, which was allocated to the installation of the Armistice Day glass panel. We also received $2000 from the Golden Opportunity Shop that will assist with the purchase of Indigenous Australian artworks and artefacts in 2019. Equity funding of $19 293 was used to fund the Levelled Literacy Intervention program in addition to the employment of a part-time teacher aide who offers additional support to students identified as at risk. Wandin North primary School is in a very good financial position with Total Funds Available.  |
| **For more detailed information regarding our school please visit our website at** [**http://www.wandinnorthps.vic.edu.au**](http://www.wandinnorthps.vic.edu.au) |

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| **Performance Summary** |

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| 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. |

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| **School Profile** |

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| Enrolment ProfileA total of 294 students were enrolled at this school in 2018, 141 female and 153 male.ND were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students. |

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| Overall Socio-Economic ProfileBased on the school's Student Family Occupation and Education index which takes into account parents' occupations and education. |

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| Parent Satisfaction SummaryMeasures 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. |

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| School Staff SurveyMeasures 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. |

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| **Performance Summary** |

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| Achievement |

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| Teacher Judgement of student achievementPercentage of students in Years Prep to 6 working at or above age expected standards in:         English         MathematicsFor further details refer to *How to read the Annual Report.* |

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| Student Outcomes |

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| School Comparison |

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| **Performance Summary** |

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| Achievement |

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| Student Outcomes |

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| School Comparison |

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| NAPLAN Year 3The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.Year 3 assessments are reported on a scale from Bands 1 - 6. |

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| NAPLAN Year 5The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.Year 5 assessments are reported on a scale from Bands 3 - 8. |

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| **Performance Summary** |

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| Student Outcomes |

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| School Comparison |

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| NAPLAN Learning Gain Year 3 - Year 5Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.NAPLAN learning gain is determined by comparing a student's current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the 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’. |

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| NAPLAN Learning Gain does not require a School Comparison. |

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| **Performance Summary** |

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| School Comparison |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.Absence from school can impact on students’ learning**School Comparison**A school comparison rating of ‘Higher’ indicates this school records ‘less’ absences than expected, given the background characteristics of students. A rating of ‘Lower’ indicates this school records ‘more’ absences than expected.Average 2018 attendance rate by year level: |

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| Few absences <------> Many absences |

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| Student Outcomes |

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| School Comparison |

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| Students Attitudes to School -Sense of ConnectednessMeasures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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). |

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| Students Attitudes to School -Management of BullyingMeasures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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). |

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| --- |
| **Financial Performance and Position** |

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|  |  |  |  |  |  |  |  |  |  |  |

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

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|  |
| --- |
| Financial Performance - Operating StatementSummary for the year ending 31 December, 2018 |

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|  |
| --- |
| Financial Position as at 31 December, 2018 |

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |
| --- |
| **Revenue** |

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| --- |
| **Actual** |

 |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Funds Available** | **Actual** |
| High Yield Investment Account | $7,880 |
| Official Account | $20,053 |
| Other Accounts | $68,976 |
| **Total Funds Available** | **$96,908** |

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|  |  |  |

|  |
| --- |
| Student Resource Package |

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| --- |
| $2,124,845 |

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |
| --- | --- |
| Government Provided DET Grants | $336,258 |
| Government Grants Commonwealth | $7,246 |
| Government Grants State | $5,455 |
| Revenue Other | $5,445 |
| Locally Raised Funds | $212,682 |

 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Total Operating Revenue** |

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|  |
| --- |
| **$2,691,930** |

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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Equity¹** |

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| --- |
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|  |  |
| --- | --- |
| Equity (Social Disadvantage) | $19,293 |

 |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- |
| **Equity Total** |

 |  |

|  |
| --- |
| **$19,293** |

 |  |  |  |  |  |  |  |
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| --- |
| **Expenditure** |

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| --- | --- |
| **Financial Commitments** |  |
| Operating Reserve | $80,163 |
| Funds Received in Advance | $18,711 |
| Maintenance - Buildings/Grounds < 12 months | $8,000 |
| **Total Financial Commitments** | **$106,874** |

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| Student Resource Package² |

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| $2,004,148 |

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| Books & Publications | $1,386 |
| Communication Costs | $2,995 |
| Consumables | $98,252 |
| Miscellaneous Expense³ | $162,260 |
| Professional Development | $11,837 |
| Property and Equipment Services | $97,888 |
| Salaries & Allowances⁴ | $53,306 |
| Trading & Fundraising | $63,070 |
| Utilities | $20,826 |

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| **Total Operating Expenditure** |

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| **$2,515,967** |

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| **Net Operating Surplus/-Deficit** |

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| **$175,963** |

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| **Asset Acquisitions** |

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| **$65,975** |

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| (1) The Equity funding reported above is a subset of overall revenue reported by the school(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs  and taxation charges.(4) Salaries and Allowances refers to school-level payroll. |

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| *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.* |

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| How to read the Annual Report |

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

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| More information on School Comparison performancemeasures can be found at:[http://www.education.vic.gov.au/school/parents/involve/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)[Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx) |

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| **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. |

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| **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’). |

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| **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. |

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

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| **What does *School Comparison* referto?**TheSchool Comparison is a way of comparing this school’s performance to similar schools in Victoria.The comparison measure takes into account the school’s academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school. |

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