

# 2019 Annual Report to The School Community



**School Name: Frankston Primary School (1464)**



- 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 19 March 2020 at 12:07 PM by Renee Kennedy (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 20 March 2020 at 02:35 PM by Chad Wilson (School Council President)

## About Our School

### School context

Frankston Primary School was established in 1874 and is located adjacent to the Frankston Business District and its many community facilities, providing convenient location and access to the Frankston Arts Centre, Emergency Services, Frankston Beach, Beauty Park, Monash University, Bayside Shopping Centre, public transport and many other community services conducive to authentic educational opportunities.

Frankston Primary School's vision is to strive for educational excellence – empowering our students to achieve their personal best in an inclusive, supportive and caring environment.

As a school we have a strong commitment to building a connected and inclusive school community, connecting with our parent and wider community and promoting parent and carer participation and involvement, activating high level student literacy and numeracy achievement, developing students' personal and social capabilities and emotional resilience and inspiring student learning and creativity.

Our school embraces the values of: Community, Achievement, Optimism, Respect, Resilience and Empathy. These values provide the framework to place our students in the best possible position for their future.

In 2019, the school's enrolment was 270 students, of which 18 percent of our students reflected English as an Additional Language, 4 percent as Aboriginal or Torres Strait Islander and 2 International students. The school's SFOE is 0.47. The staffing profile is made up of 2 Principal Class, 1 Learning Specialist, 16 teachers(15.4 EFT) and 8 Educational Support Staff, including the Business Manager, one office clerical staff and six integration aides (6.8 EFT). Frankston Primary School does not currently have staff who identify as Aboriginal or Torres Strait Islander. However, all staff have completed mandatory CUST Training and have a sound understanding of the needs of our Indigenous students.

In 2019 there were 13 classes supported by co-curricular programs in Physical Education, Visual Arts, Performing Arts and LOTE which delivers a French Language. To support and enrich our curriculum many extra curricula programs are offered including choir, 3 - 6 camping programs, snow camp for selected students 5/6, P - 6 excursions, interschool sports, whole school concert, aerobics, swimming P - 4 and beach swimming program 5 - 6, student leadership programs and whole school Clubs Program. Camp Australia conducts a Before and After School Care Program for families within our school and a neighbouring school. Other schools and community groups utilise our school facilities and our original Old School House for educational programs.

### Framework for Improving Student Outcomes (FISO)

In 2019 the school focused on the implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence and Curriculum Planning and Assessment within the Annual Implementation Plan.

Key focus areas for Frankston Primary School through 2019 included:

- implementation of a whole school reading instructional model
- implementation of instructional coaching and peer observation support
- building staff data literacy and implementation of reading data walls
- implementing an effective LOTE French Language Program
- implementation of Restorative Practice and Zones of Regulation

A lead team including the Principal, Learning Specialist and lead classroom teacher attended Bastow Leading Literacy Course in order to support the development and implementation of an evidence-based whole school reading instructional model, along with whole school professional learning in EDI (Explicit Direct Instruction) and MSL (Multi-Sensory Learning).

To support implementation of these, a Learning Specialist was appointed as an instructional practice coach 0.4 for teachers, along with a lead teacher focused on Data Literacy.

The School Staff Survey - Practice Improvement area, shows clear evidence of positive implementation, with the overall % reflecting above all Primary Schools. Teachers feedback reflected high level support with coaching from Learning Specialist and time for peer observations and high impact of EDI professional learning and positive impact on student learning in classrooms. Teachers also discussed increased student engagement in their reading learning. The School Staff Survey area in Understanding how to Use Data showed a declined result in 2019, with staff reflecting that new student learning data had highlighted a need for growth in their general data literacy capacity.

Our Annual Implementation Plan Leaders in Student Achievement, Data Literacy and Student Wellbeing continue to provide rich professional learning opportunities to other staff connected to our key focus areas alongside a mix of external professional learning opportunities to support staff development and whole school implementation of our key targets.

## Achievement

In 2019, we started implementation on our new School Strategic Plan 2019 - 2022 of improving literacy and numeracy outcomes for all students.

The school's Literacy NAPLAN goal to increase the % of students achieving in the Top Two Bands in Grade 3 and Grade 5 was met. In Grade 3 Reading, 71% of students and in Writing 60% of students achieved in the Top Two Bands in Reading, reflecting well above similar schools and state mean. In Grade 5 Reading, 33% of students (1% below similar schools) and in Writing 30% (above similar schools and state) of students achieved in the Top Two Bands. In Grade 3 and Grade 5 NAPLAN Numeracy, the school remains achieving below similar schools; with our school generally achieving at a similar level within the four year average for Grade 5 compared with all Victorian Government Schools.

In 2019, our school met our goal of increasing the Student Learning Gain in Literacy from Year 3 to Year 5. In Reading 25% of students and in Writing 30% of students achieved High Learning Gain, with results reflecting above similar schools and meeting state mean. In Numeracy, the school mean remains achieving below similar schools and this remains a focus for future student learning needs.

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

The school began a new focus on identifying and implementing learning intervention in the area of literacy in 2019, with a teacher specifically employed 0.6 in this role, with a focus on structured synthetic phonics and developing early literacy skills and strategies - this program will form the start of our new 2020 Prep Literacy Program.

The focus of improving student outcomes against the Victorian Curriculum will continue with an emphasis placed on consistency in teacher judgement, ensuring students P - 6 reflect 12 months growth in 12 months. We continue to strive for high NAPLAN achievement, increasing the number of students achieving high levels of growth and maintaining the percentage of students achieving in the top two bands between Year 3 and Year 5.

Future directions for the school include:

- \* Year 2 implementation of whole school Instructional Reading Model in 2020
- \* Continued Instructional Coaching through Learning Specialist - professional learning through GROWTH Coaching
- \* Continuation of Peer Observation structures that support instructional practice
- \* Building teacher data literacy and explicit teaching of student point of need learning
- \* Continue focus on developing teacher capacity in use of Reading Data Wall and monitoring student learning growth

## Engagement

At Frankston Primary School we pride ourselves on our whole school positive school culture, providing a supportive and caring school environment where as a whole staff and community we aspire in creating an inviting, caring and committed environment that nurtures all students to be connected and successful.

This year, Frankston Primary School commenced our first year of the 2019 - 2022 School Strategic Plan with a focus at the beginning of 2019 on reviewing our school values. Consultation involved engagement, discussion and feedback with students, staff, parent groups and School Council. With our school embracing the values of: Community, Achievement, Optimism, Respect, Resilience and Empathy.

Our School Strategic Plan has a clear focus to build whole school Student Engagement, with two Key Improvement Strategies:

\* to improve student attendance

\* to improve parent participation and involvement (FISO Dimension - Parents and Carers as Partners)

Through Semester Two the school developed and implemented a new Attendance Policy, Attendance Improvement Plans, had a clear focus on increasing communication and information on the importance of school attendance to parents in a variety of forums - parent teacher interviews (improvement plans), parent information sessions (whole school - junior and senior information sessions), student reports show clear attendance information to parents, newsletter items, Prep Transition sessions (end 2018) and 2019, and implemented whole school awards and recognition for improved student attendance. The school started implementing methods for the identification of students with high absence and tracking and monitoring of targeted students for improvement.

The school met our Attendance Improvement Goal for 2019 - decreasing overall student absence days from 17.14 in 2018 to 16.2 in 2019. The data also reflects an overall decrease in the % of students in the bottom 2 absence bands (highest amount of days absent). This data reflects that Frankston Primary School is above similar schools in reducing days absence for 2019, with the school 2% below the state mean for the end of 2019.

Across the year the school focused on building Parents and Carers as Partners with a key action of improving parental participation and involvement.

Key work included the set up of the Frankston Primary School Parent and Carer Association and development of agreed constitution and regular meetings and agenda items; regularly engaging with and working in partnership with parents and community in building parent participation and involvement throughout school; engaged with and provided forums for parent consultation and feedback through the Parent and Carer Association, School Council and Sub Committees; working together in building a framework for partnership between the school and the Parent and Carer Association - a framework for connected work together and empowering parents/carers in engagement with the school.

The school met our Strategic Plan Goal in this area, with the 2019 Parent Opinion Survey - Parent Participation and Involvement reflecting an increase to 80%.

We are very proud as a school of our work in these areas.

## Wellbeing

Frankston Primary School remains strongly committed to ensuring we successfully address the wellbeing needs of all of our students and strive in developing connected and caring classrooms and a positive whole school culture.

Our School Strategic Plan has a clear focus to build whole school Student Engagement through a focused and consistent approach to Student Wellbeing.

Throughout the year the school focused on building a number of key actions, including implementing a School Wide Positive behaviour Program with a focus on Restorative Practices and building whole school positive relational culture. In support of this work we entered into a 3 year partnership with Real Schools. We implemented a whole school consistent approach to Zones of Regulation, supporting a focus on developing students' emotional awareness and

positive response to self-regulation. Staff engaged in a range of professional learning through the year focused on supporting the individual engagement needs of students. The school was successful in gaining a grant to support the training of key staff in 2019 and the implementation of the Respectful Relationships Education Program, to commence in 2020.

Our 2019 Student Attitudes to School - Sense of Connectedness and Management of Bullying reflects data above that of similar schools and across the 3 year average.

Overall the 2019 data for Student Attitudes to Sense of Connectedness and Management of Bullying reflects the continued success of our work and is above in comparison to similar schools and all Victorian Government schools for 2019, and also higher when compared over a three year period for 2017 - 2019, indicating that our students feel a sense of belonging and connectedness to their school and their peers. Frankston Primary School's results also reflect achievement that sits well above the average mean average for all Victorian Government Schools.

### **Financial performance and position**

Frankston Primary School maintained a very sound financial position throughout 2019, with sub program budgets supported through successful school fundraising ventures throughout the year.

The 2019 - 2022 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for the allocation of our sizeable equity funds. This included financing our Learning Specialist 0.4 for instructional coaching with teaching staff and 0.2 peer observation support, 0.6 learning intervention teacher and 12 hours of additional ES staff support for our Student Engagement Program. The school also benefited from financial support through the Safe Tree Program during 2019, as well as \$633 from Round 4 State Shade Sails Grant.

During 2019 School Council focused on a number of grounds projects, including \$15 000 of funds from the High Yield Account for new seating along Davey Street and the upper level of the school; maintenance of the roofing above the school BBQ and beautification projects to be implemented along the Davey Street / Baxter Street entrance (to be completed 2020). \$15 000 was spent financing new school signage around the school.

Late Term 4 saw the investigation for financing a School Council Painting Maintenance Program and new acrylic surfacing of the Davey Street netball/volleyball court area \$23 000 (to be finalised 2020).

**For more detailed information regarding our school please visit our website at**  
<https://www.frankstonps.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 270 students were enrolled at this school in 2019, 134 female and 136 male.

18 percent were EAL (English as an Additional Language) students and 4 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="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><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p> <p><b>Below</b> <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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p> <p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p> <p><b>Below</b> <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 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>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>57%</td> <td>33%</td> <td>10%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>45%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>40%</td> <td>40%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>55%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	50%	25%	Numeracy	57%	33%	10%	Writing	25%	45%	30%	Spelling	40%	40%	20%	Grammar and Punctuation	30%	55%	15%	<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> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <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%
Domain	Low	Medium	High																															
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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>Above <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>94 %</td> <td>93 %</td> <td>93 %</td> <td>91 %</td> <td>91 %</td> <td>89 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	93 %	93 %	91 %	91 %	89 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	93 %	93 %	91 %	91 %	89 %	91 %										

## 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>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Above</b> <span style="color: teal; 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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p><b>Above</b> <span style="color: teal; 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	\$2,484,530	High Yield Investment Account	\$252,278
Government Provided DET Grants	\$340,757	Official Account	\$28,512
Government Grants Commonwealth	\$6,165	Other Accounts	\$0
Government Grants State	\$633	<b>Total Funds Available</b>	<b>\$280,790</b>
Revenue Other	\$12,442		
Locally Raised Funds	\$133,212		
<b>Total Operating Revenue</b>	<b>\$2,977,738</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$199,288		
<b>Equity Total</b>	<b>\$199,288</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,366,874	Operating Reserve	\$75,812
Books & Publications	\$2,061	Other Recurrent Expenditure	\$17,337
Communication Costs	\$2,762	Funds Received in Advance	\$19,376
Consumables	\$78,354	School Based Programs	\$107,846
Miscellaneous Expense <sup>3</sup>	\$230,045	Asset/Equipment Replacement < 12 months	\$14,000
Professional Development	\$16,647	Maintenance - Buildings/Grounds < 12 months	\$80,183
Property and Equipment Services	\$124,346	<b>Total Financial Commitments</b>	<b>\$314,555</b>
Salaries & Allowances <sup>4</sup>	\$27,697		
Trading & Fundraising	\$18,955		
Utilities	\$27,956		
<b>Total Operating Expenditure</b>	<b>\$2,895,698</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$82,041</b>		
<b>Asset Acquisitions</b>	<b>\$8,201</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').