**2018 Annual Report to**

**The School Community  
  
School Name: Yarragon Primary School (2178)**

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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 | | Attested on 29 March 2019 at 12:49 PM by Melissa Rock (Principal) |  |  | | --- | | * 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. | | Attested on 29 March 2019 at 01:49 PM by Roy Moore (School Council President) | |

**About Our School**

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| School context |
| Yarragon Primary School & Early Learning Centre (ELC) is beautifully situated within the growing rural township of Yarragon. The school is relatively new, being built on the current site in 2014. The school has a purpose built learning hub, extending from the front office area, which includes a central open library and four adjourning classroom spaces. Four portable structures make up a senior and middle school wing. A new modular portable is located to the right of the central learning hub, where Foundation students learn. The school has beautiful kept grounds, including garden areas and play equipment, with the major feature being a large wooden pirate ship.  Yarragon Primary School & ELC prides itself on providing students with an enduring and engaging curriculum that develops every child. Through community consultation and working with students, the school developed a new vision that drives all school improvement efforts. We aim to develop “confident, caring, respectful learners”. The school mission clearly states a strong belief about how students learn. “We develop a safe and caring school community where we collaboratively develop each child’s social, emotional and academic skills to enable them to reach their full potential and become a valued member of society”. A workshop model that ensures Gradual Release of Responsibility for learning is implemented throughout the core literacy and numeracy learning blocks. In 2018 reading was the Annual Implementation Plan focus with priority given to professional development in reading and participation in Professional Learning Community training and implementation. In 2018 Specialist classes included Indonesian, Visual Arts and Physical & Sport Education (PASE). Learning continuums have been developed for key reading skills that enable students and teachers to set learning goals and track growth. These will be refined in 2019 to create a comprehensive curriculum build in reading referencing the Victorian Curriculum. Agreed whole school values include: respect and integrity, collaboration, safety and security, confidence and excellence. These values underpin the way in which all school stakeholders learn and behave together. Strong emphasis is on leadership development of student and staff and collaboration and high expectations of ourselves and other’s drives the way professional learning communities strive for improved student outcomes.   In 2018 the school had 9.80 EFT teaching staff, 5.60 EFT Education Support staff and 2.20 Ancillary staff (Early Learning Centre). The school has a substantive Principal, appointed to lead the school and community from the beginning of 2017. Eight classrooms were in operation with a student population of 189 at the February census. Yarragon is a growing school community. In the second semester of 2017 a new Modular 5 portable was located at the school to accommodate for the growing student population at the junior end of the school.  The school also manages the ELC which implements both 3 and 4 year old kindergarten sessions. The ELC works closely with the school and ensures that ELC improvement initiatives align with the school Strategic Plan and Annual Implementation Improvement Plans. The enrollment numbers at the ELC continue to grow and the ELC is expected to increase numbers for 3 and 4 year old kindergarten in 2019.  Parents have an opportunity to be involved in many aspects of the school community. The schools Parents and Friends Association and the Building, Environment & Grounds Committee are very active and contribute to school programs, resources and the planning and development of an outdoor learning landscape design. These partnerships are highly regarded by the School Council, students, staff and wider school community. Yarragon Primary School & ELC is an integral part of the whole township and participate and celebrate in many local events. Leadership development of staff and students, a strong curriculum focus on reading and implementation of the Professional Learning Communities initiative was the key focus areas for 2018. A reading data wall and whole school tracker closely monitors learning growth, enabling close monitoring of student outcomes. In 2018 the reading learning gain growth for students from Grade 3 to 5 was very positive. |
| Framework for Improving Student Outcomes (FISO) |
| During 2018 the school implemented the Framework for Improving Student Outcomes (FISO), reflected in the Annual Implementation Plan (AIP) and School Review documentation. The School Review highlighted performance against the FISO continuua and priority evaluation measures. In the second semester Yarragon Primary School developed a new school Strategic Plan with goals and targets for the next four years.  The school focused on the following key improvement strategies in 2018:  Excellence in Teaching & Learning  The school focused on implementing a Reading Workshop Model. The Reading workshop model enables High Impact Teaching Strategies to be embedded throughout the workshop and includes an opening (catch), mini lesson, work time, planned or unplanned catch, more work time and debrief. Staff knowledge, expertise and collective efficacy is developed through an inquiry cycle of learning embedded through the Professional Learning Communities framework. The Inquiry Cycle Overview includes: Evaluate and Diagnose, Prioritise and Set Goals, Develop and Plan, Implement and Monitor. The school also embedded a whole school approach to assessment and use of data and evidence to monitor the progress of every student and inform point of learning through the triangulation of reading data. The whole school assessment schedule was updated to reflect agreed assessments for reading F-6. A whole school data wall for reading was updated every term to reflect Fountas & Pinnell reading comprehension levels and individual student growth. Cohort reading data walls were created in learning hubs (foundation, Grade 1/2, Grade 3/4 and Grade 5/6). This enabled classroom teachers to carefully monitor cohort reading growth and plan guided practice interventions. Other formative assessment strategies for reading were implemented using reference to key exemplar text "Strategies That Work" and "Reading Comprehension F-6".  Building School Pride  The school priortised explicitly teaching the use of success criteria for feedback of current learning and new goal setting for future learning in reading. Success criteria was co-constructed with students and made visible for every reading workshop. Students were encouraged and expected to talk about their learning using the co-constructed criteria and measure their progress against individual reading goals. Reading goals and progress were visibly displayed in every classroom. Students and teachers co-designed a reading goal and success display in their classrooms.  Our school continues to focus on our agreed whole school values. Confidence, Collaboration, Integrity & Respect, Safety & Security and Excellence drives the way we behave, interact and learn together. Awards at weekly assembly recognise students exemplifying our school values. An active Junior School Council is elected by peers. Students are encouraged to support local events and promote safety and inclusion, like the National Day Against Bullying and Violence. Students are also encouraged to connect with our parent community through developing the school grounds and participating in fundraising activities supported by the Parents and Friends Association. The new online student management system uEducateUs tracked outdoor behaviour notifications, allowing the school to recognise inappropriate patterns of behaviour, frequency, hot spots and individual data tracking. This will continue to be used in 2019 and updates provided to our School Council and community through weekly newsletters. |
| Achievement |
| Teacher judgment scores for student achievement against the Victorian Curriculum for English and Mathematics (Foundation to 6), indicate Yarragon Primary School is within the expected range. The data indicates for both English and Mathematics (Foundation to Grade 6) the percentage of students at or above the expected standard falls within the middle 60% of all Victorian government primary year levels, indicating a school comparison of similar.  In NAPLAN reading Year 3 for 2018 student results were lower than the median for all government schools, resulting in the school comparison category to be lower. This was disappointing however, a higher proportion of students at risk (below) have been identified in this cohort. The four year reading result average for Year 3 shows our students on track with the median score for all primary year levels with a school comparison of similar. In NAPLAN reading Year 5 2018, student were similar to the median for all primary school, resulting in a school comparison of similar. The four year average reading result for Year 5 shows our students have a school comparison of similar. The NAPLAN Learning Gain for students Year 3 to 5 was very positive in 2017. 27% of students demonstrated low growth, 40% demonstrated medium growth and 33% demonstrated high growth. The school will be aiming for the high growth to continue to improve.   In NAPLAN numeracy Year 3 for 2018 student results were lower than the median for all government schools, resulting in the school comparison category to be lower. This was disappointing however, a higher proportion of students at risk (below) have been identified in this cohort. The four year numeracy result average for Year 3 shows our students on track with the median score for all primary year levels with a school comparison of similar. In NAPLAN numeracy Year 5 2018, student were similar to the median for all primary school, resulting in a school comparison of similar. The four year average reading result for Year 5 shows our students have a school comparison of lower. This is a trend that must be investigated in detail and the provision of a numeracy workshop implemented from Foundation to Grade 6. The NAPLAN Learning Gain for students Year 3 to 5 for numeracy is concerning with too many students demonstrating low growth. In 2018 47% of students demonstrated low growth, 40% demonstrated medium growth and 13% demonstrated high growth. The school will be aiming for the high growth component to improve shifting more students out of the low and medium categories.  In 2018 the school implemented Fountas & Pinnell (F&P) reading assessment for all students from Foundation to Grade 6. Three F&P reading assessments are completed throughout the year to track reading data and growth. A reading data wall reflects current student reading performance and growth over time. The school will continue to update a reading data wall in 2019. |
| Engagement |
| The average number of student absence days for 2018 indicates Yarragon Primary School is equal with the result for the middle 60% of Victorian government primary year levels (median range). This means the average number of day’s absence for students is similar than what would be expected given the background characteristics of our student population. The 2018 attendance results are pleasing with an improvement on the previous three year results. Despite the improvement in 2018 the two year average from 2017-2018 indicates Yarragon Primary School falls below the medium of all Victorian government primary year levels. This places the school comparison score to be lower, meaning student have a greater number of absences compared to other schools over four years.  In 2018 an attendance data wall was created in a private space for teachers to continually monitor. Higher rates of absence are monitored closely with parents attending student support meetings and strategies document. Attendance coding has been discussed ensuring all absences are reported correctly on CASES21 and our uEducateUs Student Management System. Follow-up phone calls by administration staff, teachers and the school Principal are expected. The school has an Engagement & Wellbeing Officer who supports students and families with attendance concerns. A tiered Intervention Model is now implemented across the school to monitor the attendance of every student. Key school strategies and actions are aligned to each section of the intervention model.   Our school also supports and promotes attendance by: • Providing a Breakfast Club Program for students and families twice a week • Providing the school community with attendance updates regularly in the school newsletter • Celebrating students with 90% attendance and above • Participation in Walk to School and other community health initiatives  Yarragon Primary School implements a Workshop Model for reading that ensures the Gradual Release of Responsibility for learning - shifting from the teacher demonstrating new knowledge/skill/concepts to students working independently mastering new knowledge/skills/concepts. In 2018 all classroom ensured clear reading learning goals were displayed in all classrooms and students could articulate what they were learning next. Our school will continue to focus on student engagement, ensuring the teaching and learning opportunities strengthen student voice and agency and the way they connect to school. Our 2018 Student Attitude to School Survey indicates that our result is similar to the medium of other primary schools, however our two year average falls below. The school has made improvements in 2018 and aim to continue to strengthen sense of connectedness through actions and programs like the development of student leaders (Sports Captains, Junior School Council, Green Team), student led events (National Day of Action against Bullying and Violence) and inquiry based learning and action (3/4 Middlefeast). |
| Wellbeing |
| The schools Engagement & Wellbeing Officer works with all students and families in supporting connection and wellbeing across the school community. Participation in Care Team Meetings with external agency support is an important role for all students and families. In 2018 the school participated in the CASEA program supporting students at risk with self-regulation strategies for a positive growth mindset and learning. Facilitators also provided professional learning opportunities for teaching and Education Support staff.  In 2018 the school implemented a Re-Think and Re-engage space for students to reflect on unsafe yard behaviour. The purpose of this reflection is to provide an opportunity to teach restorative behaviours and consider safe alternative options when conflict or difficulties arise outside in play situations. Student perceptions for the Management of Bullying for 2018, as indicated in the Students Attitudes to School Survey, demonstrates our school results to fall within the middle 60% of government primary year levels, however our medium score falls below the state score placing us in the lower school comparison category. The Management of Bullying and overall unsafe behaviours is a priority area that the school is investigating. During 2018 unsafe yard behaviours were recorded in the Student Management System uEducateUs. Monthly reports can now be accessed by teachers and wellbeing staff, tracking patterns, hot spots and support students who require additional strategies to be implemented. In the future the school is working with students and staff to develop a positive school wide behaviour matrix that identifies safe behaviours linked to our agreed school wide values.    Our school continues to focus on our agreed whole school values. Confidence, Collaboration, Integrity & Respect, Safety & Security and Excellence drives the way we behave, interact and learn together. Awards at weekly assembly recognise students exemplifying our school values. An active Junior School Council is elected by peers. Students are encouraged to support local events and promote safety and inclusion, like the National Day Against Bullying and Violence. Students are also encouraged to connect with our parent community through developing the school grounds and participating in fundraising activities supported by the Parents and Friends Association.  Yarragon Primary School in 2018 participated in the Professional Learning Communities (PLC) DET initiative. The PLC initiative embeds a cycle of inquiry in which teachers build collective efficacy and ownership of student learning. The focus is on staff working collaboratively to continually reflect on teacher practice, implement evidence based teaching and learning practices and monitor growth in student outcomes over time. In 2018 the School Staff Survey for school climate indicated our school falls within the middle 60% of primary schools, with the state mean falling below the state average. In the future the school will continue to build on collaborative practices to strengthen the overall climate scores in the Staff opinion Survey. |
| Financial performance and position |
| As outlined in the financial performance and position summary, Yarragon Primary School operates in a managed deficit circumstance every year due to the existing governance structure of managing the Yarragon Early Learning Centre, co-located on the school site. Each year the school deficit is resolved under a clear and transparent repayment schedule that is discussed with School Council and DET financial service group. This is a yearly deficit due to current Early Learning Centre (ELC) staff wages being employed centrally through the Student Resource Package (SRP). Funds for the ELC staff are received in cash. Our deficit recovery is being closely monitored by School Council with regular updates provided by the Business Manager and Principal.  Locally raised funds have supported the schools learning landscape design and priority target area of reading. Furniture for the central library space and classrooms support inclusive practices and students enjoying a love of literature. Locally raised funds will continue to support the priority area of reading in 2019. |
| **For more detailed information regarding our school please visit our website at** [**https://www.yarragonps.com**](https://www.yarragonps.com) |

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The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | |  |  | |  | |  |  |  |  | |  | |  |  | |  |  |  |  | | | | | |  |  |  | | --- | --- | --- | |  |  |  | |  | |  |  |  |  | | --- | --- | --- | --- | |  |  | |  | |  |  | |  | |  |  | |  | |  | |  | |  |  | |  | |  | |  |  |  | | | | | |  | | --- | | Students Attitudes to School -  Management of Bullying  Measures 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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High Yield Investment Account | $164,366 | | Official Account | $9,035 | | Other Accounts | $111,267 | | **Total Funds Available** | **$284,669** | | | |  |  | |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | | |  | | --- | | $1,529,623 | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $314,784 | | Government Grants Commonwealth | $1,900 | | Revenue Other | $12,096 | | Locally Raised Funds | $112,739 | | | | | | | | | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | | | |  |  |  | |  | | --- | | **$1,971,142** | | | | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $45,447 | | | | | | | | | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$45,447** | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | |  | |  | | --- | |  | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $68,343 | | Funds Received in Advance | $12,949 | | School Based Programs | $69,026 | | Funds for Committees/Shared Arrangements | $14,662 | | Repayable to the Department | $35,486 | | **Total Financial Commitments** | **$200,465** | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | |  | |  | | --- | | $1,648,212 | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Books & Publications | $3,340 | | Communication Costs | $5,460 | | Consumables | $47,941 | | Miscellaneous Expense³ | $201,896 | | Professional Development | $6,232 | | Property and Equipment Services | $124,551 | | Salaries & Allowances⁴ | $5,110 | | Trading & Fundraising | $14,376 | | Travel & Subsistence | $17,805 | | Utilities | $12,538 | | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | | | |  |  | |  | | --- | | **$2,087,460** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | |  |  | |  | | --- | | **($116,318)** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Asset Acquisitions** | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | **$8,159** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | (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. | | | | | | | | | | | | | | | | | | | | | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | *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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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. | | | | | | |  |  |  |  |  | |  |  |  | |  | | --- | |  | |  | |  |  |  |  |  | |  |  | |  | | --- | | More information on School Comparison performance  measures 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) | | | | |  |  |  |  |  | |  | |  | | --- | | **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’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **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* 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. | | | |  |  | |  |  |  |  |  |  | |  | |  |  |  | | |  | | |  | | |  |