

2019 Annual Report to The School Community



School Name: Patterson Lakes Primary School (5190)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 05:06 PM by Carole Mayes (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 March 25th 2020 at 6.45 pm by Shannon Cooper (School Council President)

About Our School

School context

Vision:

To provide a safe and challenging learning environment, empowering students to strive for personal excellence to become lifelong learners

Values:

Integrity in all that we do.

Respect for ourselves, each other and our environment.

Excellence in all our endeavours that lead to high quality performance.

Purpose:

Goal 1: To maximise the learning growth of all students with a focus on Literacy.

Goal 2: To empower students through an increased agency in their learning.

Goal 3: To empower students to be independent, confident, critical and creative learners.

Rationale:

1.To what level is student learning data known and understood by the staff and how does it influence planning, goal setting and differentiation?

2.To what extent do students have agency in their learning?

3. To what extent does staff collaboration support consistent instructional practice?

4.To what extent is there a targeted focus on school improvement?

Geographic Location:

Patterson Lakes Primary School opened in 1979 and is located in the residential corridor between the Mornington Peninsula Freeway and Port Phillip Bay, 33km SSE of the Melbourne CBD.

Our School Values are: Integrity in all that we do. Respect for ourselves, each other and our environment. Excellence in all our endeavours that lead to high quality performance

The school is surrounded by a series of interconnected canals around the Patterson River waterway. The school has modern buildings, grounds and facilities that have the flexibility of both flexible learning spaces and traditional classrooms. Our buildings include 11 permanent classrooms, 12 relocatables, a visual arts room, library, learning technologies centre, administration block and a multipurpose facility. During 2010, the school completed a multipurpose facility through the Federal Government's BER program and in 2014 the Staff Room was relocated to accommodate the growth in staff numbers and a Science Room was developed. In 2018, the school was successful in gaining 2.2 million dollars for a Capital Works project - adding two additional General Purpose Classroom, a new Administration Centre, developing a Library and Resources Centre and new STEAM centre. The grounds include a large oval, grassed playing areas, adventure playgrounds and basketball courts, offering an attractive, safe and stimulating learning environment. The school's enrolment was 648 students in 2019 and with the implementation of a Neighbourhood Enrolment Zone to restrict student numbers, this has seen a slightly declining enrolment over the past 4 years. 7% of students have a language background other than English where English is not spoken at home. The school has 47.55 equivalent full time staff - 2 Principal Class, 34.37 teachers and 10.19 Education Support Staff. 89% of students achieved at or above the expected Victorian Curriculum level in English and Mathematics and at 91% in Science. Year 3 and 5 NAPLAN results indicated that students performed at or above the state mean in most areas tested, and above students in other primary schools based on intake adjusted performance data in both English and Mathematics. A continual focus on developing the capacity of our staff and the capabilities of our students has resulted in improved growth across all year levels.

Patterson Lakes Primary is a progressive school that is committed to the development of its staff and to the improvement of student learning. The school's values of Integrity, Respect and Excellence form the moral purpose of the school and the foundation for ensuring the best environment for all members of our community. The school has a strong culture of high expectations, relationship building, curriculum delivery and extra-curricular programs. Our programs are designed to cater for the needs of students by providing a differentiated curriculum and 'point of learning' focus. This includes a variety of enrichment programs, both within and beyond regular classrooms.

There was a strong partnership between parents and staff, with a high level of parent participation on School Council and committees including: the Family, Friends and Fundraising Association, classroom liaison parents, classroom

helpers and in social activities.

The school has committed to KidsMatter [Be You] as a whole-school approach to improving student's mental health and wellbeing. KidsMatter [Be You] has promoted social and emotional learning, provided support for students who may be experiencing mental health difficulties, and has allowed the school to work more authentically with parents. There has been a very strong focus in developing resilience within the community, and the school secured the services of the Resilience Project to assist in this area. The school offered a strong pastoral care, a rich student voice program through leadership programs, a vibrant House System, and an InSPIRE vertical grouping model which provided students with a stronger connectedness with their peers beyond the classroom. At the beginning of 2019, there was a change in the leadership structure of the school, with an adjustment in meeting schedules and focus areas of professional development. In 2019, the school completed the School Review process, with three identified focus areas going forward:

Goal 1: To maximise the learning growth of all students with a focus on Literacy.

Goal 2: To empower students through an increased agency in their learning.

Goal 3: To empower students to be independent, confident, critical and creative learners.

Framework for Improving Student Outcomes (FISO)

The school, through its Peer Review during 2015, identified a need to continue its progress of building teacher capacity to improve student learning outcomes, in particular to increase the percentage of students who achieve above the expected level in English, Mathematics and Science, and to increase the percentage of students in the High Growth area for NAPLAN. The school also had a need to build leadership teams through leadership professional development for leaders and aspiring leaders to ensure successful succession planning.

The FISO Focus area for 2019 was within the area of Building Practice Excellence

- Embed an agreed P-6 instructional model in Reading, Writing and Mathematics
- Build teacher capability through collaborative teams, shared professional learning, coaching and mentoring and strong internal accountability
- Use a range of assessment to inform planning for teaching practice that differentiates learning to ensure personalised learning growth for each student

Achievement

The school identified two focus areas as academic achievement priorities for 2019.

- To improve student achievement in literacy and numeracy
- To improve student achievement in Science

As indicated within the report, the students at Patterson Lakes Primary School achieve higher than the median of all Victorian Primary Schools.

Within our Strategic Review completed in 2019, our targets for the previous four years were to:

- Increase the percentage of students achieving above the expected achievement levels in all assessments of literacy and numeracy.

The teacher judgement targets for students achieving an 'A' or a 'B' within the Vic Curriculum, demonstrated that at Patterson Lakes Primary School, students from Foundation to Year 6 consistently achieve above the expected level of a 'C' grade.

51.2% of the students at the school achieved above the expected level in Reading, 29.7% in Writing and 46.3% in Number.

- Increase the percentage of students achieving at and above the expected level in Science.

At Patterson Lakes Primary School, we implement the Science Inquiry Skills Assessment Tasks or SISATS. In 2019, 34.3% of students from Foundation to Year 6 achieved an 'A' or 'B' grade.

Science/STEAM and Digitech will continue to be focus areas for the students within the school.

- Increase the percentage of students achieving high growth on NAPLAN relative growth assessments.

At Patterson Lakes Primary School, our focus will continue to develop the skills of all students.

An emphasis for 2019 as part of the Strategic Plan was to increase the percentages of students achieving High Growth in NAPLAN by 5% for each area tested. This was achieved in Number [5.4%].

We are reasonably pleased with the Learning Gain of our Students from Year 3 to Year 5 within the NAPLAN

assessment program:

70.3% medium to high growth in Reading

78.4% medium to high growth in Numeracy

55.8% medium to high growth in Writing

71.5% medium to high growth in Spelling

82.4% medium to high growth in Grammar and Punctuation

The School Strategic Plan 2016 - 2019 Report:

Goal 1: To improve student achievement in literacy and numeracy

1.a As a school, we developed a very strategic professional development model upon which we improved the capability of staff through a new professional learning and meeting structure. Two staff were appointed in a higher duties capacity as Learning Specialists [Curriculum and Data] to meet with teams to unpack curriculum content, student voice and agency and teacher professional learning needs.

We utilised the expertise of Misty Adoniou in English, Peter Sullivan and the Local Cluster Community of Practice initiative in Mathematics and with the CSIRO in STEAM.

Surveys were conducted in Terms 1 and 2, 2019 with staff, students and the broader community in regard to curriculum content, student voice and agency and teacher knowledge development to analyse KIS 1.

1.b. As a school we have continued to build upon teacher capability by creating a new professional learning and meeting structure. This has provided all staff with PD on a Monday night and then following up with a PLT or a PLC on the Wednesday night. The 2 staff who were appointed higher duties as Learning Specialists have attended several network PD in relation to their role as Learning Specialist. Members of the SITeam attended the Lyn Sharatt PD and focused on her book Clarity to help guide PLC meetings at school.

The Director of English and Maths, 2 Learning Specialists and the Leading teacher all attended the ACER PAT testing full day work shop PD to develop their knowledge and understanding of PAT and the Progressive Achievement approach.

All Learning Leaders received PD from an external consultant. They met 3 times each term (Terms 2, 3 and 4) with a focus on building leadership capacity and student agency.

Curriculum and data analysis and additional information was contributed by the Learning Specialists for the PRSE completed for the School Review in Term 3, 2019.

1.c. At the end of 2018, it was proposed that the school move toward student lead conferences after the mid year reporting process. Teaching staff at the school felt that they needed to develop their skills and those of the students, in developing authentic learning goals initially and for students to maintain samples of work to link with their goals. Goal setting and developing this area became the focus in 2019, with a move towards student lead conferences in 2020. This was supported by the School Review Panel.

Goal 2: To improve student achievement in Science.

2.a. Level of Achievement : All targets have been met, apart from Year 1, where SISAT testing took place in Semester 1 of 2018, instead of Semester 2.

Year 1 had achieved 19% at that stage but were not tested again at the end of the year as they did not have a science specialist.

Goal 3: To deepen student engagement in learning and stimulate creativity, curiosity and critical thinking

Outcomes: School planning documents were available for some teams within the curriculum server.

Students did not produce a portfolio of samples of work to outline their achievements against their goals set at the beginning of the year and however they set their future learning goals for the remainder of 2019.

TRIAD professional observations were completed in Terms 1 and 3 with timely feedback provided.

Success Indicators:

2019 Attitudes To School Survey [Years 4-6]:

Learning confidence (sense of confidence) - 90% (Above state mean of 81%)

School connectedness (sense of belonging) - Sense of connectedness - 87% (Above state mean of 81%)

Stimulating learning - 89% (Above state mean of 81%)

Student motivation (motivation and interest) - 90% (Above the state mean of 83%)

Teacher effectiveness (effective teaching time) - 91% (Above the state mean of 86%)

Student Voice and Agency - 82% (Above the state mean of 71%)

School Staff Survey:

Collective responsibility - 85% (Below the state mean of 89%)

Teacher collaboration - 51% (Below the state mean of 71% - an improvement of 16% from 2018)

Collective focus on student learning - 81% (Below the state mean of 88%)

Parent and community involvement - 71% (Below state mean of 77%)

Goal 4: To enhance support for every student in order to develop students who are motivated, engaged and resilient

4.a. A follow up session for students within the Resilience Project was completed in term 2.

Patterson Lakes Primary School was part of the Kingston PLC, who completed 3 rounds of the PIVOT survey whereby staff could analyse their feedback pulse report.

Michael Carr-Gregg and his associate presented to students, staff and parents in developing a positive mindset. This is combined with the school programs of INSPIRE, House teams, lunchtime clubs, leadership programs [F-6] have all contributed to developing a positive mindset for the students in our school.

Goal 5: To optimise the allocation of resources (human, financial, time, space and materials) in accordance with the school's goals and priorities.

5.a. The staff at Patterson Lakes Primary School had access to professional development sessions every Monday night due to the management of a change in the meeting schedule. This allowed for the uptake of these learning opportunities to flow through to teams at a Wednesday meeting to consolidate this learning.

Learning leaders [Year level coordinator] were coached by Jill Flack in developing their leadership awareness and skills throughout 2019.

The School Improvement Team worked with Lyn Sharratt in developing their data literacy skills.

At Patterson Lakes Primary School, we administer a Program for Students with a Disability and support students with English as their second language.

Engagement

Our student attendance figures were similar to the State median in 2019, with our performance similar to schools of a similar background. All year levels had an average attendance rate of 92% or above. This reflects our students' close connection to our school and their peers.

The school has maintained a strong focus on regular attendance, punctuality and the community awareness of the direct connection to the attainment of high student learning achievement data and student attendance.

Student attendance is highlighted at assemblies and within the school newsletter. Each term, certificates are presented to students that have had 100% attendance for the term as well as acknowledging children who have been punctual.

On the final school day of the year we also present certificates to students who have had 100% attendance for the year and have not had a late arrival.

Individual attendance figures are highlighted with parents through semester reports on student progress. Parents of those students with high absence rates are contacted via phone initially with follow up calls as needed. Individual plans are established with parents to support them in improving their child's attendance rate.

Student Engagement Results:

2019 Attitudes To School Survey [Years 4-6]:

Learning confidence (sense of confidence) - 90% (Above state mean of 81%)

School connectedness (sense of belonging) - Sense of connectedness - 87% (Above state mean of 81%)

Stimulating learning - 89% (Above state mean of 81%)

Student motivation (motivation and interest) - 90% (Above the state mean of 83%)

Teacher effectiveness (effective teaching time) - 91% (Above the state mean of 86%)

Student Voice and Agency - 82% (Above the state mean of 71%)

Wellbeing

In 2019, we continued to implement the Resilience Project and Respectful Relationships Program. These programs are founded on respectful relationships and a sense of belonging and inclusion, promoting:

- social and emotional learning (including evidence-based social and emotional learning programs)
- working authentically with parents, carers and families
- support for students who may be experiencing mental health difficulties

Within the Staff Opinion Survey, there was strong progression within the area of Collective Responsibility, indicating that student learning and engagement continues to be a team focus for the staff at Patterson Lakes Primary School. The Year 4, 5 and 6 students, within their response to the Attitudes to School Survey, indicated that they feel more connected with the school and that there is better management of behavioural incidents. 83% of parents were satisfied with the school overall.

Our school has a whole school house program, to assist with increasing engagement, self-esteem and building connectedness to the school and local community

Financial performance and position

In 2019, the school allocated funds to upgrade learning and teaching areas within the school; painting, carpeting and student toilet upgrades. The Performing Arts Centre/Hall also received upgrades with the incorporation of a new stage, electronic blinds, sound and cooling systems.

In 2019, to coincide with the school's 40th anniversary, the school hosted a colour run event, which also contributed towards the fundraising component of the school with the focus in 2019 towards upgrading the school's playgrounds. In 2018, the school was successful in gaining a Capital Works grant through the Victorian School Building Authority which were anticipated to begin in 2019. Incorporated within the works, is a new Master Plan for the school; the provision of an additional 5 general purpose classrooms; a new Administration centre; new first aid facilities; new library and STEAM Centres. The tender process for this project is anticipated to conclude in Term 1, 2020.

For more detailed information regarding our school please visit our website at <http://www.patterson-lakes-ps.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 648 students were enrolled at this school in 2019, 326 female and 322 male.

7 percent were EAL (English as an Additional Language) students and 1 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>Teacher Judgement of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: 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>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Above ●</p> <p>Above ●</p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p>NAPLAN Year 3</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>Similar </p> <p>Above </p>		
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Above </p> <p>Above </p>		

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Learning Gain 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>	<p>Reading</p> <p>Numeracy</p> <p>Writing</p> <p>Spelling</p> <p>Grammar and Punctuation</p>	<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>

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>Average Number of Student Absence Days</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>Similar School Comparison 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>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	93 %	92 %	93 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	93 %	92 %	93 %	92 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</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>Above ●</p>
<p>Students Attitudes to School - Management of Bullying</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>Above ●</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

Revenue	Actual
Student Resource Package	\$4,813,825
Government Provided DET Grants	\$483,627
Government Grants Commonwealth	\$228,774
Revenue Other	\$26,556
Locally Raised Funds	\$512,443
Total Operating Revenue	\$6,065,225

Funds Available	Actual
High Yield Investment Account	\$1,499,982
Official Account	\$30,514
Other Accounts	\$7,005
Total Funds Available	\$1,537,502

Equity ¹	
Equity (Social Disadvantage)	\$44,963
Equity Total	\$44,963

Expenditure	
Student Resource Package ²	\$4,719,833
Books & Publications	\$11,359
Communication Costs	\$8,295
Consumables	\$116,249
Miscellaneous Expense ³	\$306,068
Professional Development	\$16,957
Property and Equipment Services	\$236,403
Salaries & Allowances ⁴	\$310,099
Trading & Fundraising	\$59,401
Utilities	\$50,955

Financial Commitments	
Operating Reserve	\$159,424
Other Recurrent Expenditure	\$4,496
Funds Received in Advance	\$14,185
School Based Programs	\$57,361
Asset/Equipment Replacement < 12 months	\$179,500
Capital - Buildings/Grounds < 12 months	\$462,000
Maintenance - Buildings/Grounds < 12 months	\$63,000
Asset/Equipment Replacement > 12 months	\$38,000
Capital - Buildings/Grounds > 12 months	\$531,000
Total Financial Commitments	\$1,508,966

Total Operating Expenditure	\$5,835,619
Net Operating Surplus/-Deficit	\$229,606
Asset Acquisitions	\$45,580

- (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)

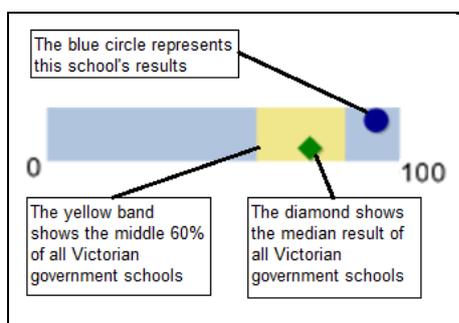
Engagement

- 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').