**2019 Annual Report to**

**The School Community

School Name: Beaconsfield Primary School (3033)**

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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 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*.
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| Attested on 15 October 2020 at 01:24 PM by Gary Methven (Principal) |

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| 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.
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| Attested on 16 October 2020 at 02:24 PM by Tammy McHattie (School Council President) |

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**About Our School**

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| School context |
| Our commitment to our 714 children and their families is expressed through our personal approach to the care and support for the welfare of each child. We provide students with a rich and purposeful curriculum with a focus upon literacy and numeracy; we provide an excellent differentiated curriculum in these areas. Relationships are valued – our children and teachers are like family, who work and learn together in a positive, focused and fun learning environment as we work together to build a culture of respect, kindness and inclusiveness. Beaconsfield Primary School has the equivalent of 3 Principal Class Officers, 39 teachers, and 13 Education Support Staff and a Chaplaincy worker who provide support for your child to reach their potential. Fifty minutes South East of Melbourne, Beaconsfield Primary School has a vibrant technological environment and an outstanding library boasting over 50,000 books. We offer a rich sports, Visual Arts and Music program with opportunities for children to participate in all levels of a variety of events. Our School Values:- It takes a team to build a dream.RESPECT: We are kind and compassionate and care for others and ourselves. We are sincere and honest with others. Our actions should match our words. We act in a kind, moral and ethical way as we are accountable for our own actions. We resolve differences in constructive, peaceful ways. We value diversity and accept others beliefs and values. We include and welcome everyone we meet.ATTENTIVE LISTENING: We have the right to be heard. We have the right to express ourselves and an obligation to listen to others. We have a voice and a turn to speak. We may not agree with what someone is saying but we respect their right to hold their views and share them.APPRECIATIONS / NO PUT DOWNS: We elevate and build the self-esteem of others when we praise and value them. We build respect, friendship and goodwill through appreciation. We pursue and protect the common good. In a just society, all people are treated fairly. We speak up for the rights of others.THE RIGHT TO PASS / PARTICIPATE: We have the right to pass when we are not ready to contribute; however, We aim to participate as often as we can as it builds and strengthens our learning community and our society. We encourage others to participate. We have an obligation to contribute in a way that is peaceful, respecting our environment and each other.SAFETY: We make wise decisions. We respect and look after ourselves and each other. We respect our school and personal property. PERSONAL BEST: We are confident learnersWe try our best and pursue excellence. We are resilient and bounce back when we experience difficulties. We have a strong sense of justice, values and beliefs. We are ambitious, imaginative and academically competent. We have a sense of fun and of wonder. We are enthusiastic and optimistic about our futures. |
| Framework for Improving Student Outcomes (FISO) |
| Building Practice Excellence: With two full years of PLC implementation, our teams have excelled in their efforts to improve Teacher Collective Efficacy, that is, our staff share the belief that through their collective action they can positively influence student outcomes. PLC's have a focus on teacher learning, not just planning. As such they have on going action research demonstrating that the way they work together significantly impacts upon student results. During 2019 Beaconsfield Primary School was asked to undertake the role of a "Link School" for PLC's for the 2020 school year.Building Leadership Teams: During 2019, our PLC leaders undertook all PLC training together with every PLC leader undertaking training through Regional and Network. This allowed for the development of common understandings, develop strategies and plans for embedding PLC's and of working together to evaluate the impacts upon student learning. Another innovation allowed for each Team Leader time to visit their leading peers and develop the overview of PLC implementation at Beaconsfield. Our PLC leaders help their colleagues develop a mind set where teachers constantly work to analyse and evaluate their teaching has upon student outcomes. As a result of our success in PLC and the positive commitment of our staff to totally commit to PLC's we have not only moved mountains in terms of learning and fine tuning pedagogy, the data shows our staff have overwhelmingly endorsed the working environment and school climate in the School Staff Survey with a result amongst the highest in the state. I must take this opportunity to congratulate all of my staff, my PLC leaders and Assistant Principal Heidi Inglis and Learning Specialists who guided staff through this process. They have not only worked incredibly hard to develop our PLC's but have created a positive, vibrant workplace where all of our staff can thrive!Empowering students and building school pride: Teachers have incorporated changes to curriculum practices to improve student voice into curriculum and in particular, freeing up the curriculum so that student choice was considered and acted upon. We dumped the existing writing program based upon explicit teaching of genre and modified our curriculum to allow students huge influence and personal choice for students in terms of subject matter and setting expectations for starting and ending points and establishing success criteria. In curriculum terms, this was the single most positive improvement we made to curriculum in 2019; taking what was an unpopular curriculum facet, undertaken begrudgingly by students (and staff) and turning writing into a student interest driven subject that reignited their passion and love for the written word. The passion of staff to learn, experiment with new ideas, discuss and develop new pedagogies in their PLC and develop pathways for successful outcomes is inspirational. The outcome of their work was to improve the staff levels of satisfaction and greatly enhance student connectedness to their teachers and engagement of students to their writing. We will use the strategies developed in revamping our writing process to improve our reading and mathematics programs along similar lines. |
| Achievement |
| Beaconsfield Primary School achieved at or above the State average in Reading and Mathematics; however, we would like to do a lot better than that. For example, although 2017 Year 3 cohort performance in the top three bands in Reading was above State average, the result was lower than those recorded over the last 4 years and less than schools similar to this one. Year 3 NAPLAN maths results were in the expected range. Year 5 NAPLAN Reading results were also lower than the last 4 years; but entirely within the expected range of schools similar to ours. Year 5 Numeracy results were also in the similar range. During the second half of 2017, “Essential Assessment” was introduced to better monitor student performance and to assist teachers in targeting content more directly at the point of need as we found that although student learning growth in Mathematics was higher than expected for 30% of students, it was lower than expect for 38% of students in NAPLAN Learning Growth measures. The new Professional Learning teams to be established by teachers in 2018 will be groups of 4 teachers working together on the analysis of the new data we are gathering. These smaller PLC’s will enable our teachers to be more nimble in their response to student needs so that we may activate higher than expected growth for all students.Given the success of the redevelopment of the writing curriculum, our Strategic Plan proposes roll out similar changes to both reading and mathematics curriculum with student input and engagement being a key driver to improving student outcomes. Our research work with Monash University in "Fostering Inquiry in Mathematics" fleshes out a strategy whereby maths sessions are based on solving a problem solving approach that asks children to explore and think about Mathematical strategies allowing for high levels of student engagement, input and discussion. Similarly, building upon the well researched "Big 6" approach (Anne Bayetto), to develop engaging approaches to the learning of reading provides staff with a pathway for development of reading skills in an engaging manner. |
| Engagement |
| School attendance has remained similar to State averages in terms of the number of days absent. The biggest impact was the number of days absent due to family holidays. Of 8,952 total absence days, some 2,381 were due to family holidays, some 26.6% We are working hard to minimise unexplained absences and have established excellent monitoring tools in place and internal support structures such as having teachers make contact after consecutive absence days, Chaplaincy/Student Welfare and external structures such as the "School Attendance Support Program", “Connections” and “Child FIRST” in place. TAs noted above, the curriculum is flexible enough to enable input of student ideas and creativity and bring out their passion for learning. Teachers have embedded the use of technology into their programs and our students have embraced these engaging tools as relevant, vital tools for learning. Our students are connecting to their learning and thriving in environments relevant to their interests and passions, connecting with their teachers, fellow students and their learning.  |
| Wellbeing |
| The students at Beaconsfield Primary School demonstrate an outstanding sense of connectedness through their attitudes to school survey compared to other schools. That survey indicates that a higher than average number of students endorse our management of bullying. As a TRIBES school, we place a high priority upon student connectedness to school and to each other. Our staff shares a common understanding of how to develop and maintain constructive relationships with all our children. The curriculum is flexible enough to enable input of student ideas and creativity and bring out their passion for learning. Teachers have embedded the use of technology into their programs and our students have embraced these engaging tools as relevant, vital tools for learning. Our students are connecting to their learning and thriving in environments relevant to their interests and passions, connecting with their teachers, fellow students and their learning. As we head into COVID lockdown at the time of writing this report, maintaining this sense of community will be a very different challenge for 2020; however, starting from the high base level achieved in 2019 we believe that, using zoom and broadcasts through See-Saw we can confidently project our optimism and sense of hope into every home and heart. |
| Financial performance and position |
| The school retains a healthy financial position due to enrolment growth over the past decade and our ability to keep our workforce costs in balance, despite retaining large numbers of staff at the top of their pay range with a $132,769 surplus. Locally raised funds remain an important revenue source at $441,362. Significant funding has been committed to the refurbishment of our Out of Hours Care Centre and grounds for the years 2017/2018; representing an opportunity to repair, renew and replace infrastructure needed to cope with our recent rapid enrolment. Given that this building is a key source of funds, this is an excellent investment in an asset which provides for flexible learning and a source of local income. Priorities for future works include refurbishment of the toilet block and the development of covered walkways to key pathways in the school.  |
| **For more detailed information regarding our school please visit our website at** [**http://www.beaconsfield.vic.edu.au/**](http://www.beaconsfield.vic.edu.au/) |

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| **Performance Summary** |

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| The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.Members of the community can contact the school for an accessible version of these data tables if required. |

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| **School Profile** |

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| Enrolment ProfileA total of 714 students were enrolled at this school in 2019, 349 female and 365 male.2 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students. |

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

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| Parent Satisfaction SummaryMeasures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. |

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| School Staff SurveyMeasures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons. |

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| **Performance Summary** |

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| Achievement |

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

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| Student Outcomes |

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| Similar School Comparison |

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| **Performance Summary** |

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| Achievement |

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| Student Outcomes |

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| Similar School Comparison |

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

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

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| **Performance Summary** |

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| Student Outcomes |

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| Similar School Comparison |

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| NAPLAN Learning Gain Year 3 - Year 5Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.NAPLAN learning gain is determined by comparing a student's current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as ‘High’. Middle 50 percent, is ‘Medium’. Bottom 25 percent, is ‘Low’. |

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| 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. |

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| Statewide Distribution of Learning Gain (all domains) |

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| **Performance Summary** |

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| Similar School Comparison |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.Absence from school can impact on students’ learning**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. |

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

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

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| Average 2019 attendance rate by year level: |

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| Similar school comparison not available |

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| **Performance Summary** |

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| Student Outcomes |

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| Similar School Comparison |

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| Students Attitudes to School -Sense of ConnectednessMeasures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). |

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| Students Attitudes to School -Management of BullyingMeasures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree). |

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

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

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|  |
| --- |
| Financial Performance - Operating StatementSummary for the year ending 31 December, 2019 |

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|  |
| --- |
| Financial Position as at 31 December, 2019 |

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

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

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

|  |  |
| --- | --- |
| **Funds Available** | **Actual** |
| High Yield Investment Account | $676,365 |
| Official Account | $40,348 |
| Other Accounts | $9,073 |
| **Total Funds Available** | **$725,786** |

 |  |  |
|  |  |  |

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

 |

|  |
| --- |
| $5,298,893 |

 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |
| --- | --- |
| Government Provided DET Grants | $661,229 |
| Government Grants Commonwealth | $8,051 |
| Government Grants State | $8,525 |
| Revenue Other | $45,637 |
| Locally Raised Funds | $451,090 |

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

 |  |  |  |

|  |
| --- |
| **$6,473,423** |

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

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|  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Equity (Social Disadvantage) | $57,669 |

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

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|  |
| --- |
| **$57,669** |

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

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| **Financial Commitments** |  |
| Operating Reserve | $194,303 |
| Funds Received in Advance | $6,142 |
| School Based Programs | $34,415 |
| Funds for Committees/Shared Arrangements | $52,317 |
| Asset/Equipment Replacement < 12 months | $80,000 |
| Capital - Buildings/Grounds < 12 months | $185,633 |
| Maintenance - Buildings/Grounds < 12 months | $99,590 |
| Capital - Buildings/Grounds > 12 months | $267,637 |
| Maintenance - Buildings/Grounds > 12 months | $52 |
| **Total Financial Commitments** | **$920,089** |

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| Student Resource Package² |

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| $5,096,571 |

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| Books & Publications | $7,646 |
| Communication Costs | $3,554 |
| Consumables | $72,114 |
| Miscellaneous Expense³ | $281,922 |
| Professional Development | $47,223 |
| Property and Equipment Services | $262,049 |
| Salaries & Allowances⁴ | $479,561 |
| Trading & Fundraising | $36,523 |
| Utilities | $53,491 |

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| **Total Operating Expenditure** |

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| **$6,340,654** |

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

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| **$132,769** |

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| **Asset Acquisitions** |

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| **$135,663** |

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| (1) The Equity funding reported above is a subset of overall revenue reported by the school(2) Student Resource Package Expenditure figures are as of 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. |

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| *All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.* |

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| How to read the Annual Report |

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| **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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.The Similar School Comparisonwill 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. |

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| **What does ‘*Data not available’* or *'ND'* mean?**Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.New schools have only the latest year of data and no comparative data from previous years.The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate. |

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| **What is the *Victorian Curriculum*?**The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.The ‘Towards Foundation Level Victorian Curriculum’ is integrated directly into the curriculum and is referred to as ‘Levels A to D’.‘Levels A to D’ may be used for students with a disability or students who may have additional learning needs.‘Levels A to D’ are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for ‘Levels A to D’). |

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| **What does the *About Our School* section refer to?**The About Our School page provides a brief background on the school, an outline of the school’s performance over the year and plans for the future.                                         The ‘School Context’ describes the school’s vision, values and purpose. Details include the school’s geographic location, size and structure, social characteristics, enrolment characteristics and special programs.The ‘Framework for Improving Student Outcomes (FISO)’ section includes the improvement initiatives the school has selected and the progress they have made towards achieving them. |

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| **What does the *Performance Summary* section of this report refer to?**The Performance Summary reports on data in three key areas:**Achievement** - student achievements in:- English and Mathematics for National Literacy and Numeracy tests (NAPLAN)- English and Mathematics for teacher judgements against the curriculum- all subjects for Victorian Certificate of Education (VCE)  examinations (secondary schools)**Engagement** - student attendance and engagement at school- how many students leaving school go on to further  studies or full-time work (secondary, P-12 and  specialist schools)**Wellbeing** - Attitudes to School Survey (ATOSS)- Sense of connectedness- Management of BullyingResults are displayed for the latest year, as well as the average of the last four years (where available). |

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