2019 Annual Report to
The School Community

School Name: Rangeview Primary School (5431)

- 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 11 June 2020 at 05:58 PM by Elizabeth Barr (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 18 November 2020 at 03:50 PM by Lloyd Lazaro (School Council President)

About Our School

School context

SCHOOL CONTEXT
Rangeview Primary School is located within the established eastern metropolitan suburb of Mitcham in the City of Whitehorse and is part of the Riversdale Network of Schools in the North Eastern Victoria Region. In 2019 the school celebrated its 25th anniversary as Rangeview PS, having arisen from two school mergers in the early 1990s encompassing Verdale, Heatherdale, and Eastmont primary schools.

The school's site capacity was capped at 525 students in 2006 and the student enrolment has been relatively steady around 560 to 580 students until 2018. The school has grown to 661 in 2020 from 610 in 2019. It is anticipated that the school could potentially grow to 700 students in 2021/2022. The anticipated growth is in part due to the smaller group of year 6 students exiting at the end of 2019 and 2020. The recommendation is to investigate restricting enrolments at 700. The school will need to manage enrolments in zone and may still exceed 700.

The school's Student Family Occupation (SFO) density has ranged between 0.2474 and 0.29 over the last 4-year period indicating a school community with a high overall socio-economic status, and suggesting that student means could be expected to be well above the State results.

The proportion of students with a language background other than English (LBOTE) is mid-high and attracts a small amount of additional funding in the Student Resource Package (SRP) to support the learning needs of EAL students. There are currently 27 classes, the majority of which are structured in year levels except in year 5 and 6. There has been an increase of 3 classes from 2019.

The staffing profile has reflected the enrolment trend with the impact of a number of senior staff retiring over the last 2 ½ years. The leadership profile includes three principal class officers with 35.6 EFT teachers. The 12.6 education support (ES) staff provide administrative support, some learning intervention, EAL tutoring and support for PSD students. The teaching teams are built around new staff with experienced staff.

In 2017 staff, students and parents contributed to the School Self Assessment and the future direction in the School Strategic Plan 2018-2021 for the school review with 3 school goals:
•	To maximise learning growth across all areas of the curriculum
•	Students to understand themselves as learners and the capacity for student agency
•	To build an inclusive community that celebrates diversity

In 2020 our AIP will focus on:
•	Writing workshop model and the craft of writing using the writers' notebook
•	The instructional model across curriculum and specialist areas
•	Students to understand themselves as learners and the capacity for student agency
•	Embedding a whole school community approach to a positive learning climate
•	Remote and flexible learning and transition to return to school (addition due to COVID 19)

A broad range of specialist and extra-curricular programs are offered across the school. Visual arts, performing arts, physical education, German (LOTE) and Digi Tech (for level 4,5 and 6).
Parent engagement is high with an active school council and parent community. The school's redeveloped website provides rich information and offers parent input via surveys and blogs and consultation is ongoing.
Working bees are well attended and fundraising is strong. There is a commitment to continuously improving the physical learning environment for students. The outdoor areas offer a range of play opportunities and in recent times the school has created a large vegetable garden from unused and underdeveloped space adjacent to the oval underpinning the current flora and fauna focus.

Strong community pride extends into the internal learning environment. A number of relocatable mod 5 buildings

provide additional classrooms. A permanent stand-alone building houses the ICT lab now converted to a STEM space. A focus on facility development has resulted in the creation of a master plan to maximise playground space and enhance classroom connectedness. It includes the addition of four mod 5 buildings, the removal of the aged mod 2 buildings and the re-positioning of existing buildings. The three mod 5 additions have been located to form a senior learning hub. The latest relocatable mod 5 has been positioned to begin the 2020 school year and accommodates grade 3 and 4 classes.

The large BER multipurpose building offers substantial space for indoor physical education, performing arts, instrumental music, a well-appointed teaching kitchen for student cooking and the space for OSHClub and outside sporting groups as a community hub.

Framework for Improving Student Outcomes (FISO)

In 2019 the FISO network had schools focussing wellbeing with Maria Ruberto in term 2 and HITS through professional learning with Glen Pearsall in term 1. These whole school professional learning days built on the work from 2018.

Although the focus had moved away from the instructional model specifically, all schools looked at the PLC model and how this was developed in each school.

As a school we have focussed on:
•   PLC leads for each level and structured leadership model with learning specialists and 2 APs
•   Agreed whole school instructional model for Writing
•   Literacy and Numeracy coaching and modelling (0.2 release) by the learning specialists and targeted professional learning
•   Collective responsibility for student data ensuring 12 month progress and strategies in place for all abilities
All PDPs (Performance and Development Plans) include Writing targets and the agreed instructional model.

Achievement

Achievement Goal: To maximise learning growth for every student. Focus - Writing.
Outcomes
In 2019:
•   All writing planning documents now include the instructional model with the gradual release of responsibility.
•   Agreed instructional model in the Writer's Workshop.
•   Lessons have a clear learning intention and students are able to articulate the criteria needed to be successful and revisit this criteria during the lesson and at the end.
•   Conferencing is evident with staff trialling recording methods.
•   Walkthroughs have occurred in level and across level with staff now comfortable to observe, be observed, give and receive feedback.
•   Writing portfolio tasks have been developed and assessed against the Victorian Curriculum standards.
•   Whole school writing moderation took place with an agreed portfolio tasks.

In order to embed our instructional model in 2020, the following steps will occur:
•   We will continue working with consultant Danny Hyndman to consolidate and refine the Writer's Workshop considering the different stages of learning for new staff and current staff.
•   Focus on the use of the Writers Notebook in classrooms with designated writing notebooks for all students.
•   Further revisit and develop Beliefs and Actions with writing.
•   Learning Specialists to support all staff and particularly new staff to work with the Writer's Workshop.

•	Continue professional learning staff with the Writing Workshop, 6+1 Traits of Writing and the 7 Steps to Writing Success (Learning Specialist training).
Focus on PLC:
•	Professional Learning Communities (PLCs) have been implemented across all levels in 2019 with 90 minute collaborative planning times allocated.
•	A PLC Leader was appointed in Foundation, Year 1, Year 2, Year 3, Year 4, Year 5&6 and they have been leading the collaborative planning (double sessions) weekly.
•	All PLC leaders have been provided professional learning and are now understanding of the PLC Maturity Matrix, FISO Improvement Cycle and the process of a PLC Inquiry project.
•	PLCs are working with improved collective teacher efficacy, collective responsibility and collaboration and conversations are more data driven.
•	Data walls and data sheets are now being maintained and examined in depth by teams.
•	PLCs have trialled a mini inquiry project following the FISO improvement cycle.
•	Area Coordinators were appointed to free up PLC leads from the team administrative tasks.
Further whole school PLC training will be delivered in 2020 and support:
•	2 x Learning Specialists (junior and senior) to support PLC teams.
•	PD in data literacy for staff.
•	Continued 90 minute collaborative planning sessions.
•	All PLCs will complete further mini inquiry projects using the FISO Improvement cycle.
HITS (High Impact Teaching Strategies):
•	Staff attended a full day PD by Glen Pearsall about Questioning, feedback and metacognition.
•	Staff have implemented a number of questioning techniques in their classrooms with marked positive outcomes.
•	Feedback has been given in a variety of ways in 2019, including staff-staff feedback with walkthroughs, feedback from consultant Danny Hyndman, teacher-student feedback in conferencing, student-student feedback in classrooms and student self-reflection in portfolios.
•	The HITS document to be made available to all staff on Office 365.

Future work in 2020:
•	Incorporate HITS strategies in to PLC inquiry projects in 2020.
•	Teachers to incorporate a PLC mini inquiry with a HITS practice into PDPs.
•	Further PD into the HITS strategies for all staff, the HITS document, the 10 instructional practices and effect sizes.
•	Teachers to incorporate a PLC mini inquiry with a HITS practice into PDPs. PLCs to use the FISO Improvement Cycle to analyse data and identify HITS that could improve student outcomes.

With a whole school focus on writing in 2019, excellent student achievement has been achieved and is evident in teacher judgement and NAPLAN results. NAPLAN results are higher than state results and higher than similar school results. In 2019 we have increased the percentage of students with medium and high growth in writing from year 3-5, reducing the percentage of students with low growth. This increase is further evident across all literacy areas and numeracy.

Engagement

Engagement Goal: Students to understand themselves as learners and the capacity for student agency

The Student Engagement and Wellbeing Policy has been revised and updated ready for School Council endorsement in Term 1 2020. A 'kid speak' Wellbeing Policy has been drafted by students and is also ready for presentation to the school community in 2020.

Student Learning Portfolios have been streamlined to provide greater student agency.
Students now provide self-reflection and feedback on all portfolio tasks. Students and teachers have collaborated to create student self-reflection descriptors so that students understand the learning and are able to rank where they

believe their learning sits. Students can also reflect on the teacher assessment and if they agree or disagree and discuss reasoning.
Portfolio tasks are now, shorter and more open-ended so that students have more autonomy over the completion of the task and the learning gained.

The traditional parent-teacher interview at mid-year has been changed to a 3-way parent / teacher / student conference with the student leading the discussion about his/her learning.
Students use their Student Learning Portfolio as a prompt. Teachers facilitate the conversation and students have pre planned the conference with a prompt sheet and a practice session.

2020
•   Seek School Council endorsement for new Engagement and Wellbeing Policy.
•   Present new Kid Speak Wellbeing Policy to school community and explicitly unpack in grades.
•   Further refinement of Student Learning Portfolio tasks to increase student choice.
•   Improved student self-reflection rubrics and descriptors.
•   Scope and Sequence for Portfolio tasks created to analyse the level of student agency.
•   Refinement of the Student Led Conferences at mid year 2020, considering the student planning of the conference, prompt sheets and rehearsal.

Wellbeing

Wellbeing goal: To enhance wellbeing, foster an inclusive and respectful culture that celebrates diversity.

2019
The RRRR Curriculum and eSmart model has been delivered from F - 6 in line with DET recommendation and Child Safe requirements. We have excelled as a partner school in the RR initiative and have been awarded the role of Lead School for RR for 2020.
Our RR student leader has contributed to the school through regular newsletter items, several assembly presentations and a playground audit.
We have run a second Professions without Gender Assembly with multiple special guests.
We have run termly professional learnings for all teaching staff and staff are using the language of RR and modelling behaviour consistent with the model.
We have introduced and embedded the Peaceful Kids Mindfulness program across the school.
We have professionally developed all staff around the Berry Street Education Model as a Trauma Informed practice.
Data targets around school connectedness, resect for diversity, managing bullying and promotion of positive behaviour were all met and some exceeded 2021 SSP targets.
Students and staff are able to demonstrate an increase in cyber safe behaviour.

In 2020 we will lead a Community of Practice for Respectful Relationships.
Actions will include :
•   The new RR Leader has been appointed to lead this work.
•   An RR Action Team has been formed and initial meetings planned
•   Fortnightly time release has been timetabled for this action team
•   DET has provided $10 000 to support the Lead School role in RR
•   The Wellbeing and eSmart PLT will continue to meet regularly in 2020

This year we focused on embedding a whole school community approach to a positive learning climate. If students' understanding of the world and their place in it as global citizens is deepened, then inclusion and a respectful culture is fostered.

Delivery of a whole school unit on Inclusion and Diversity in Term 1.
All students participated in the investigation into their own heritage and some grades were able to place a marker onto

the world map.

Harmony Day was planned for late in Term 1 however was not able to go ahead due to COVID19 school closures.

Data targets around school connectedness, resect for diversity and promotion of positive behavior were all met and some exceeded 2021 SSP targets.

This goal will be continued and extended in 2020. Students will continue to deepen and broaden their understanding of cultural diversity and will also investigate ability diversity with a focus on hearing impairment.

A partnership with Eastwood Primary School was initiated in 2019 and will be further developed in 2020.

We will continue to embed the Peaceful Kids Mindfulness program and utelise the Berry Street Education Model strategies at point of need.

We will continue to develop and deliver a school wide eSmart program which scaffolds the students' awareness of cyber safety and promotes ethical online behaviour.

Deliver student, staff and parent eSmart information sessions.

Student Leadership team involved in support programs and initiatives across the school including; Peer Mediators, lunchtime sport sessions, fundraising and the building of a legacy project – the painting of the senior toilets.

This year student absence rates are lower than the state median and are similar to like school absence rates. Our Sense of Connectedness as reported by the students in the Student Attitudes to School Survey was lower than the state median but showed improvement from previous years. Our student perception on Management of Bullying as reported by students in the Student Attitudes to School Survey was greatly improved on previous years.

Financial performance and position

Rangeview has accumulated a surplus over a number of years. Capital expenditure has contributed to a number of significant projects - for example replacing carpet in the main buildings, new play equipment and shade sails, replacement of older air conditioning units, decks and roof over the grade 3 and grade 2 hub.

Plans are underway for future projects - cooling in the hall, shade sails, synthetic turf areas, the oval upgrade, carpet replaced in admin and library, creation of the STEM learning space from the under used computer lab, EAL tutoring program. Students and parents and staff are consulted on these projects,

Equity funding is allocated to our literacy support programs.

In 2020 projects undertaken:
• Cooling in the hall
• Carpet in 6 classrooms
• Boom gate to staff carpark
• Enclose the grade 2 hub
• Awning over the new mod 5 portable
• Landscaping near the new portable and pathway
• Makeover of the staff room
• Murals painted in senior toilets
• STEM room remodelled
• Grade 3 inspired design for dry creek river bed and sensory pathways

2019 Maintenance Blitz funding has been allocated to roof leaks in the main buildings and toilet blocks and replacement of flooring in foundation classroom. Work is to be completed in 2020.

The finances of the school are well managed and programs well resourced. Parents are actively involved in fund raising.

**For more detailed information regarding our school please visit our website at
https://rangeview.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: ***"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary school type.***

Enrolment Profile

A total of 609 students were enrolled at this school in 2019, 306 female and 303 male.

26 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	79.9	85.8	79.2	92.0

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	69.6	79.5	68.5	87.9

Key: *"Middle 60 percent low" to "middle 60 percent high" is the range of results for the middle 60 percent of Victorian Government primary year levels.*

"Similar School Comparison" is a way of comparing school performance to similar schools in Victoria that takes into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are 'Similar', 'Above' or 'Below' relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	**Percent**	**Percent**	**Percent**	**Percent**	
English	96.7	89.7	81.7	95.0	Similar
Mathematics	95.4	90.3	81.8	95.8	Below

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	**Domain - measure**	**Percent**	**Percent**	**Percent**	**Percent**	
Year 3	Reading (latest year)	92.6	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	87.8	67.7	50.0	84.6	Above
Year 5	Reading (latest year)	89.0	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	94.5	59.3	41.2	76.4	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	**Domain - measure**	**Percent**	**Percent**	**Percent**	**Percent**	
Year 3	Reading (4 year average)	90.7	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	86.7	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	85.6	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	85.8	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	32.9	48.6	18.6
Numeracy	23.2	42.0	34.8
Writing	17.4	44.9	37.7
Spelling	31.4	35.7	32.9
Grammar and Punctuation	17.1	52.9	30.0

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	12.5	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	11.9	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	93	94	93	94	94	95	92

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	79.7	80.9	71.8	88.9	Similar
Percent endorsement (3 year average)	75.0	81.4	73.9	88.1	-

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	79.3	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	72.0	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	$4,611,022
Government Provided DET Grants	$483,428
Government Grants Commonwealth	$7,771
Government Grants State	$0
Revenue Other	$13,976
Locally Raised Funds	$629,372
Capital Grants	$0
Total Operating Revenue	$5,745,570

Equity [1]	Actual
Equity (Social Disadvantage)	$16,076
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	$16,076

Expenditure	Actual
Student Resource Package [2]	$4,300,955
Adjustments	$0
Books & Publications	$12,757
Communication Costs	$5,380
Consumables	$101,452
Miscellaneous Expense [3]	$259,735
Professional Development	$30,150
Property and Equipment Services	$242,524
Salaries & Allowances [4]	$341,972
Trading & Fundraising	$56,457
Travel & Subsistence	$40
Utilities	$58,356
Total Operating Expenditure	$5,409,778
Net Operating Surplus/-Deficit	$335,792
Asset Acquisitions	$165,619

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	$378,093
Official Account	$59,952
Other Accounts	$40,295
Total Funds Available	$478,340

Financial Commitments	Actual
Operating Reserve	$175,435
Other Recurrent Expenditure	$6,562
Provision Accounts	$0
Funds Received in Advance	$212,742
School Based Programs	$900
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$15,000
Capital - Buildings/Grounds < 12 months	$50,000
Maintenance - Buildings/Grounds < 12 months	$17,700
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	$478,339

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 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, including:
    - 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) factors:
    - 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 *SIMILAR SCHOOL COMPARISON* REFER TO?

The Similar 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 '*NP*' 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, Community Schools and schools that changed school type recently, 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 his or her first eleven 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').