

2018 Annual Report to The School Community



School Name: Charles La Trobe P-12 College (8890)



- 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 17 March 2019 at 02:41 PM by Anna Urban
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 01 May 2019 at 09:34 AM by Margaret Phillips
(School Council President)

About Our School

School context

Charles La Trobe College opened in 2011 as the outcome of the Heidelberg Schools' Regeneration Project. It resulted from the mergers of La Trobe Secondary College, Banksia Secondary College, Olympic Village Primary, Bellfield Primary and Haig Street Primary schools to become one P-12 school – Charles La Trobe P-12 College.

The College consists of three sub-schools:

1. Charles La Trobe P-12 College (CLTC); La Trobe campus
2. Olympic village Primary School
3. The Pavilion School

Four campuses:

1. Charles La Trobe P-12 College - 190 primary students/340 secondary students. 30% Somali, 5% ATSI
2. Olympic village Primary School - 75 primary students. 20% ATSI
3. The Pavilion School Preston East - 140 at risk secondary students. 25% ATSI
4. The Pavilion School Epping - 80 at risk secondary students. 4% ATSI

Two specialist programs:

1. Deaf Facility – operating within the CLTC Secondary School; currently 22 students
2. Quantum Victoria – specialist Math's Science Centre, co-located with CLTC. No students enrolled

Each sub-school has its own vision, values and purpose which reflect each sub-school's community demographic. Each sub school has its own workforce plan that is responsive to the needs of students and/or intent of the program (e.g. Quantum Victoria).

Framework for Improving Student Outcomes (FISO)

The FISO focus of the SSP is 'building practice excellence.' In 2018 each sub-school including the Deaf Facility participated in Professional Learning Community (PLC) training with DET. This supported the implementation of PLCs across each sub-school; the PLCs are the vehicle for each sub-school's teacher professional learning program. Olympic Village commenced the year reviewing and restating the shared values and vision of the school in order to refocus the teaching and learning program upon high expectations (of teachers and learners). Both primary schools (La Trobe campus and Olympic Village Primary School) participated in a DET provided Teaching Partners program; the intention of the program was to support teachers to collect student reading data in a more consistent manner. The corrective reading program continued at the La Trobe campus to ensure all students below/well below standard were supported to learn to read. Across the mainstream Prep to Year 12 campus (La Trobe campus) the leadership team worked with the students and staff to formulate a shared expectations matrix that aligned the CLTC values with expected behaviours for all key stakeholders within the community. An education consultant worked with the leadership team to support the implementation of a coaching program for teachers to build teacher capacity and the capacity of leaders to support teacher development. At the Pavilion the leading teachers introduced a synthetic phonics program to support the literacy development of learners. The wellbeing team continued to work toward improving student attendance with the ultimate goal of more students completing the VCAL program.

Achievement

One of the challenges is that the College data sets are aggregated. The leadership team continues to have to unpack and make sense of data to ensure that achievement data we analyse is relevant to the particular sub-school cohorts. Highlights across the sub-schools are as follows: in the NAPLAN Year 5 results, the percentage of students in the top 3 bands of testing is higher than all Victorian Government primary schools (VGPS). Another highlight is NAPLAN Learning Gain for Year 3 - Year 5 in all domains (Reading, Numeracy, Writing, Spelling and Grammar and Punctuation) student learning growth ranges from 30-45% which is excellent and higher than all VGPS. In the Secondary School the VCE four year data results are higher than all VGPS. In regard to Student Retention, the percentage of Year 7 students who remain at the school through to Year 10 is also higher than all VGPS. Across all sub-schools, across Years 4 to 12, student connectedness and

satisfaction with management of bullying results are also strong compared with all Victorian Government schools. The proposed future directions and strategies are articulated in each sub-schools Annual Implementation Plans.

Engagement

At the La Trobe campus an attendance support protocol was developed in consultation with the leadership and wellbeing team. There are designated roles for wellbeing and leadership team members to ensure all families are contacted when patterns of absence are identified. At each sub-school a case management approach is in place to ensure that families or students themselves (at The Pavilion School) are regularly contacted if they miss more than three days of school. An SMS is sent to all parents/carers every day of absence. Regrettably there are small numbers of students with chronic absences that impacts upon year level attendance negatively. Chronic absences continue to be a particular challenge for students who identify as ATSI; the Koorie Education Support Officer was involved in supporting these students as part of the case management approach at the La Trobe campus. The Pavilion School has established two engagement programs that provide additional outreach support and individual tutoring to students with chronic low attendance. These programs have helped lift attendance rates for low attenders.

Wellbeing

At the La Trobe campus a wellbeing teacher was employed to deliver support programs to at risk students. This teacher worked with a group of eight Year 9 students with behaviours of concern and high levels of disengagement. The students undertook special programs with careers and leadership focus; the program was successful in re-engaging most of the students in school. In the Deaf Facility the team reviewed Individual Learning Plans with the view to streamlining ILPS to be more precise in supporting students to develop stronger language and communication skills in order to access the broader curriculum. At Olympic Village the partnership with Melbourne City Football Club facilitated an after school homework club which, coupled with the sports activities, successfully increased attendance, participation and engagement of students. The wellbeing team at The Pavilion successfully re-engaged students in the 'engagement' level of the program resulting in increased numbers of students attending school for longer periods. The Pavilion School have developed a whole school student wellbeing model that is being implemented across both campuses. This model connects trauma and attachment theory with school practice and drives the school improvement initiatives in student wellbeing.

Financial performance and position

For the first time since opening the College achieved a surplus of \$160,000. The surplus was achieved due to the conclusion of ongoing excess processes. The surplus and investments will be used to improve facilities across each campus. \$250,000 was contributed to the building of the new Olympic Village PS so that a climate control system was installed. Funds (\$120,000) were also committed to renovate the Pavilion campus Preston East due to the SSS DET staff vacating three classrooms and those rooms (being available for Pavilion programs) required investment to bring them up to standard. There are improvements to the playgrounds at the La Trobe campus planned for 2019.

For more detailed information regarding our school please visit our website at
<https://www.charleslatrobecollege.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 Pri/Sec Schools:
 Results for this school: ● Median of all Victorian Government Pri/Sec Schools: ◆

School Profile

Enrolment Profile

A total of 805 students were enrolled at this school in 2018, 401 female and 404 male.

37 percent were EAL (English as an Additional Language) students and 9 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.



(Primary Year Levels)

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: 

Achievement	Student Outcomes	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>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Lower</p>

(Primary Year Levels)

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:

Achievement	Student Outcomes	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> Similar</p> <p> Similar</p> <p> Lower</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> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</p>

(Primary Year Levels)

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: ◆

Achievement	Student Outcomes	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>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>36%</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>9%</td> <td>48%</td> <td>42%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>42%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>36%</td> <td>45%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>33%</td> <td>39%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	36%	30%	Numeracy	9%	48%	42%	Writing	27%	42%	30%	Spelling	18%	36%	45%	Grammar and Punctuation	27%	33%	39%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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(Primary Year Levels)

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:

Engagement	Student Outcomes	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>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p>	<p>Results: 2018</p> <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>Few absences <-----> Many absences</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>90 %</td> <td>86 %</td> <td>87 %</td> <td>89 %</td> <td>86 %</td> <td>86 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	90 %	86 %	87 %	89 %	86 %	86 %	<p> Lower</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	90 %	86 %	87 %	89 %	86 %	86 %										

(Primary Year Levels)




Performance Summary


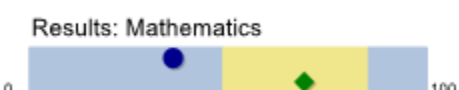


Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	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> Similar</p> <p> Similar</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> Lower</p> <p> Similar</p>

(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 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>Results: English</p>  <p>Results: Mathematics</p> 	<p> Higher</p> <p> Lower</p>

(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</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> Similar</p> <p> Similar</p> <p> Similar</p>

(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆













Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & 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 year 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 style="text-align: center;">Reading</p> <p style="text-align: center;">Numeracy</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">Spelling</p> <p style="text-align: center;">Grammar and Punctuation</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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 style="text-align: center;">Reading</p> <p style="text-align: center;">Numeracy</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">Spelling</p> <p style="text-align: center;">Grammar and Punctuation</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p>● Similar</p> <p>● Higher</p>

Students in 2018 who satisfactorily completed their VCE: **98%**
 Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **46%**
 VET units of competence satisfactorily completed in 2018: **65%**
 Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **39%**

(Secondary Year Levels)




Performance Summary






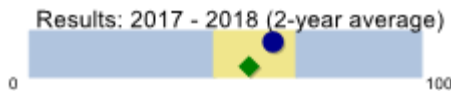


Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools:

Engagement	Student Outcomes	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>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>87 %</td> <td>83 %</td> <td>82 %</td> <td>78 %</td> <td>80 %</td> <td>75 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	87 %	83 %	82 %	78 %	80 %	75 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
87 %	83 %	82 %	78 %	80 %	75 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Higher</p> <p> Higher</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Lower</p> <p> Lower</p>												

(Secondary Year Levels)

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

Wellbeing	Student Outcomes	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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Higher</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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Higher</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, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$10,600,846	High Yield Investment Account	\$13,242
Government Provided DET Grants	\$2,812,450	Official Account	\$27,161
Government Grants Commonwealth	\$19,797	Other Accounts	\$1,607,304
Government Grants State	\$22,216	Total Funds Available	\$1,647,707
Revenue Other	\$113,816		
Locally Raised Funds	\$300,152		
Total Operating Revenue	\$13,869,276		
Equity¹			
Equity (Social Disadvantage)	\$1,428,953		
Equity (Catch Up)	\$73,099		
Equity Total	\$1,502,052		
Expenditure		Financial Commitments	
Student Resource Package ²	\$10,438,819	Operating Reserve	\$502,235
Books & Publications	\$8,203	Other Recurrent Expenditure	\$95,973
Communication Costs	\$87,882	Funds Received in Advance	\$35,676
Consumables	\$401,325	Capital - Buildings/Grounds < 12 months	\$390,000
Miscellaneous Expense ³	\$1,080,259	Capital - Buildings/Grounds > 12 months	\$750,000
Professional Development	\$104,303	Total Financial Commitments	\$1,773,884
Property and Equipment Services	\$1,101,189		
Salaries & Allowances ⁴	\$451,685		
Trading & Fundraising	\$71,312		
Travel & Subsistence	\$69,334		
Utilities	\$131,052		
Total Operating Expenditure	\$13,945,363		
Net Operating Surplus/-Deficit	(\$76,088)		
Asset Acquisitions	\$253,363		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
 (2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
 (4) Salaries and Allowances refers to school-level payroll.

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

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)

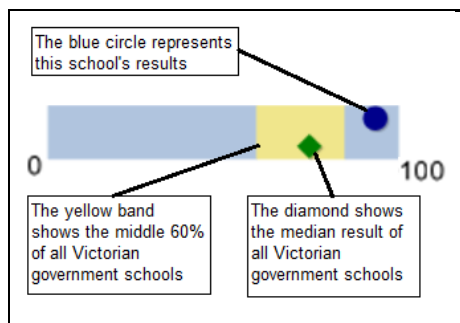
Engagement

- 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).

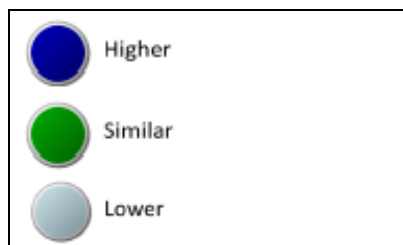


What does *School Comparison* refer to?

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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are 'Similar' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have 'Higher' performance. Some schools have 'Lower' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does 'Data not available' or 'ND' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').