**2019 Annual Report to**

**The School Community

School Name: Altona Primary School (3923)**

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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 04 August 2020 at 02:16 PM by Merridy Patterson (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 04 August 2020 at 03:44 PM by Chelsea Hughes (School Council President) |

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**About Our School**

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| School context |
| Altona Primary School is located in the Hobsons Bay Municipality in the Western Region and has proudly been providing public education to primary aged students since 1915. In 2019, Altona PS had 623 students enrolled from Prep to Year 6. The staffing profile consisted of 2.7 Principal class, 2 Leading Teachers, 2 Learning Specialist, equivalent of 31 full time teaching staff, 6 education support staff, 3 administration staff, 1 technical support staff and 1 business manager. The long standing Principal, Kevin Enrigh retired at the end of 2018. Natalie Nelson was appointed as Principal in Term 2, 2019. Our staff are a vibrant teaching staff who laugh, and have fun working and learning together. They are invested and united that they are here for our students and engage with all community members. They believe they are always learning to be skilled professionals, who are considered approachable and caring. They know that students excel when they challenge, support and celebrate student growth and achievement.Altona PS has a proven history of learning growth and a positive school culture. Our purpose is to engage and challenge students to achieve their best. Altona PS is not just a school that focuses on academic success in Literacy, Numeracy and Inquiry based learning but also celebrates success in Digital Learning, Language, The Arts, Sports and Music. STEM is integrated through Inquiry based learning. All students embody the school values of Respect, Resilience, Responsibility, Collaboration, Gratitude and Aspiration. These values are explicitly taught and made visible for all to follow. The success of our outcomes is due to our collective approach toPositive education High expectationsClear instructional framework for teaching and learningUsing evidence and research to make decisions The parent body at Altona Primary School value education and are passionately committed to the ethos of the school as evidenced by the respectful partnership with School Council, Friends and Families Committee and the school leadership. The partnership enhances sound governance, strategic vision and a shared understanding of allocating resources appropriately to ensure learning growth for all and to grow the vibe. Student, parent and staff opinion survey data indicate that all stakeholders are over 90% satisfied with the school climate, social engagement and ethos of the school.Altona Primary School has a strong working partnership with local early childhood centres to ensure a smooth transition to primary school and to build strong connections with families that are focused on cognitive, emotional and social growth. Partnerships with government secondary providers have also been complemented through teachers sharing their learning across the sectors. Communities like Altona PS develop over time through shared experiences and an aligned focus on what matters most; students. All community members of our school behave in ways that build a positive and vibrant school culture that focuses on wellness and learning.  |
| Framework for Improving Student Outcomes (FISO) |
| In 2019, Altona PS AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment, Building Leadership Teams, Empowering Students and Building School Pride and Building Communities. This included:a focus on embedding the whole school numeracy program in particular the proficiency strands a focus on embedding the Personal and Social Capabilities Scope and Sequencea focus on developing the Inquiry Scope and Sequence to include a stronger alignment to Science (a whole semester)a focus on using F&P continuum to support planning in Englishwork on defining student leadership roles and making the school values visible. This has resulted in student led assemblies and a student written values song and dance that is performed at every assembly.work on defining Friends and Families Committee alongside strengthening the role of School Council has led to greater clarity and unified approach to the ethos of the school.To support implementation of these KIS, Learning Specialists were appointed as professional practice coaches in the area of High Impact Teaching Strategies. We have successfully evaluated our current systems and clarified roles and responsibilities within the Leadership and Administration structure. This has created a greater focus on using time effectively, building confidence and pride. This has allowed the Leading Teachers and Learning Specialists to focus solely on creating learning opportunities to deliver high quality professional learning based around the High Impact Teaching Strategies, through PLCs, forums and individual coaching. |
| Achievement |
| In 2019 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.Students in Years 3 through to 5 continue to improve in both literacy and numeracy although the progress has been somewhat slower than expected. The school is pleased with the NAPLAN learning gain from Year 3-5 in writing, spelling and grammar and punctuation, but were disappointed with the numeracy and reading results. The 4 year trend remains steady, it appears it is a one year dip. This has become a strong focus in the 2020 AIP.Additionally, the school has seen an increase in student learning growth against the Victorian Curriculum, with over 90% of students making one years growth in one year in Reading, Writing and Number, meeting the 12-month targets set in the 2019 AIP.Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans. |
| Engagement |
| Altona Primary School students are engaged and connected to their school and we are proud of the programs which support students in building resilience, respect, responsibility, aspiration, collaboration and gratitude. This year the school focused on KIS related to the FISO dimension Empowering Students and Building School Pride. Through this work of making the values visible we have implemented student led assemblies, creation of a school values song and dance that is performed weekly, implemented the APS news (online google site) which harnesses student voice and lifted the profile of The Arts, Digital Learning, Music and Physical Education.The school had a focus on improving students’ voice and agency, resilience, motivation and goal setting, as indicated in the 2019 AIP. All targets were met except student voice and agency. This will continue to be a focus in 2020 and a Learning Specialist tagged to the role.Student attitude to School survey data:- increase from 76% positive response to 85% positive response in relation to resilience- increase from 60% positive response to 80% positive response in relation to student voice and agency- to maintain positive response in relation to motivation and interest, above 80%- to maintain positive response in relation to self-regulation and goal setting, above 85% Parent survey:- to maintain positive response in relation to student motivation and support, above 80%- to maintain positive response in relation to student agency and voice, above 85%- to maintain positive response in relation to confidence and resiliency skills, above 85%In 2019, Altona Primary School continued to work with families to ensure students were at school and learning. We continued to follow up any unexplained absences and monitor attendance closely. ILPs have been put in place for any chronic absences. Parents choosing to take family holidays, longer than 5 days, notified the Principal. |
| Wellbeing |
| In 2019, the school continued to promote a positive learning environment for all students, and have been fortunate to enhance this work through SWPBS and Respectful Relationships in 2020. Student wellbeing continues to be a focus and has been over a number of years. This is reflected in ongoing improvements in our Attitudes to School survey results. When measuring Sense of Connectedness and Management of Bullying, improvements rose from 81% to 86% and 83% to 84% respectively. When measuring a sense of inclusion the results have improved from 85% to 88%. These results indicate that we are above compared to similar schools.Parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results, in particular to promoting positive behaviour rose from 94% to 97% in 2019. To build parent involvement we have clarified members roles, defined sub committees, implemented training and increased membership to School Council. This work has also been aligned to the positioning of the role of Friends and Families to continue to build communities. The school has also been instrumental in building connections with other schools in the Hobsons Bay area and lifted the profile of sustainability working alongside the Hobsons Bay council.The staff satisfaction, according to the School Staff Survey, rose from 86% to 89% positive endorsement in School Climate in 2019. |
| Financial performance and position |
| Altona Primary School maintained a very sound financial position throughout 2019. The 2016-2020 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.The Financial Performance and Position report shows an end of year surplus of $129, 165. This surplus occurred through generous community grants and fundraising in 2019. Fundraising commitments were not spent but have been tagged to facility improvements and the acquisition of teaching and learning resources in the 2020 budget. Within the Financial Commitments section of this report, the School Based Programs refers to the Parents and Friends Association, whilst the School/Network/Cluster Coordination refers to the Plantation Committee’s working and investment accounts. |
| **For more detailed information regarding our school please visit our website at** [**www.altonaps.vic.edu.au**](file:///C%3A%5CUsers%5C01725661%5CDownloads%5Cwww.altonaps.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 621 students were enrolled at this school in 2019, 331 female and 290 male.13 percent were EAL (English as an Additional Language) students and ND 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 | $386,838 |
| Official Account | $37,252 |
| Other Accounts | $0 |
| **Total Funds Available** | **$424,090** |

 |  |  |
|  |  |  |

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

 |

|  |
| --- |
| $4,665,197 |

 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |
| --- | --- |
| Government Provided DET Grants | $457,679 |
| Government Grants Commonwealth | $171,080 |
| Revenue Other | $13,087 |
| Locally Raised Funds | $670,968 |

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

 |  |  |  |

|  |
| --- |
| **$5,978,011** |

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

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|  |  |
| --- | --- |
| Equity (Social Disadvantage) | $30,677 |

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

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|  |
| --- |
| **$30,677** |

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

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|  |  |
| --- | --- |
| **Financial Commitments** |  |
| Operating Reserve | $198,666 |
| Other Recurrent Expenditure | $9,153 |
| Funds Received in Advance | $109,890 |
| School Based Programs | $102,832 |
| Funds for Committees/Shared Arrangements | $6,205 |
| Asset/Equipment Replacement < 12 months | $45,000 |
| **Total Financial Commitments** | **$471,745** |

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| Student Resource Package² |

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| $4,547,231 |

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| Books & Publications | $6,287 |
| Communication Costs | $12,966 |
| Consumables | $127,038 |
| Miscellaneous Expense³ | $158,134 |
| Professional Development | $19,461 |
| Property and Equipment Services | $351,373 |
| Salaries & Allowances⁴ | $470,520 |
| Trading & Fundraising | $108,440 |
| Travel & Subsistence | $163 |
| Utilities | $47,232 |

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| **Total Operating Expenditure** |

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| **$5,848,846** |

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

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| **$129,165** |

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| **Asset Acquisitions** |

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| **$29,573** |

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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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