**2019 Annual Report to**

**The School Community  
  
School Name: Silvan Primary School (1801)**

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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*. |
| Attested on 02 November 2020 at 10:31 AM by Damian Tirchett (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. |
| Attested on 06 November 2020 at 03:44 PM by Kate Gardiner (School Council President) |

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**About Our School**

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| School context |
| Silvan Primary School is situated in the picturesque Dandenong Ranges and currently caters for 21 students. The motto of the school is “Maximising Opportunities and Extending Potential". Students are organised into multi-age classrooms, with Foundation to year Three in the junior classroom and year Four to year Six in the senior classroom. The school has 1.8 full time equivalent classroom teachers, 0.5 specialist teacher, 0.4 Business Manager and 2 classroom support teachers each on a 0.4 time fraction. The Student Family Occupation Education during 2019 was 0.4688. The school provides a broad curriculum which prioritises Numeracy, Literacy and Social & Emotional Development. The school offers a specialist program which includes a combination of P.E, Performing Arts, Digital Technology, LOTE-German, Science, Cooking and Art for both classes.  The Investigative Inquiry Model of Learning is implemented in multi-age classrooms and supports a differentiated learning approach with identified intervention and extension programs for designated students.  There has been a significant investment in Computer Technologies across the school, including the use of iPads in the classroom. The school has a Computer Laboratory and Indoor Assembly area, and a Homecrafts and Kitchen Garden Centre which greatly enhances teaching and learning at Silvan Primary School. Sustainability Education has been a high priority over the last 4 years Parent involvement and community support for extra curricular activities both during and after school hours is high and enables a range of programs to be offered for students.  The school has excelled in Athletics and generally in all sporting activities in the Yarra Valley. The bi-annual school production engages all students and parents in a memorable event.  Staff awareness of student’s strengths, weaknesses, character, skills & abilities, knowledge, learning, mental health, preferences & learning styles is a feature of the programs at Silvan Primary School. Through classroom & wholeschool approaches, student motivation is expected to move from extrinsic to intrinsic throughout their 7 year enrolment at Silvan Primary School. A strong sense of self is encouraged in each child.  Student Welfare concerns are identified early and appropriate services provided where possible, including accessing external services such as ‘Art Therapy’.  The ‘Play is the Way’ program based on supporting both social and emotional development provides teaching and learning that promotes the development of resilience, respect, pride, honesty, excellence, fairness, progression, tolerance, empathy and social skills in all students.  School promotion and marketing has been a paramount concern for school council & staff over the last 4 years. |
| Framework for Improving Student Outcomes (FISO) |
| FISO Initiatives:  1. To continue to progress along the FISO continuum status in all priority areas, with a particular focus on Excellence in Teaching and Learning and a Positive Climate for Learning 2. To improve the learning growth of every student in Literacy (Writing) 3. To improve the engagement of each student in their learning.  Key Improvement Strategies:  1. Build the capability of teachers to use Evidence-based High Impact Teaching Strategies. To provide strategic focus on the essential elements of FISO 1 – Questioning Strategies 2. Build the instructional practice of every teacher by adopting a whole school approach to instructional practice and an agreed instructional framework. To provide strategic focus on the essential   elements of FISO 2 – Whole School Instructional Model - Professional learning to support strategy  3. Implement regular PLC protocols in meetings to specifically analyse student data to inform Teaching & Learning focuses. This has allowed teachers to align curriculum delivery to address identified student needs as well as agreed improvement targets. In other words identify points of need based on data analysis then plan, implement and assess explicit units of work - targeted at identified deficits. 4. Build the capability of teachers to use Evidence-based High Impact Teaching Strategies 5. Build teacher capacity to identify and teach to each students point of learning(POL) 6. Develop and activate high expectations and aspirations of students, staff and families.  Progress and highlights  During 2019 staff received PLC training that has improved curriculum delivery and minimized 'curriculum roulette'. More time has been spent identifying actual areas of need and developing curriculum to meet these needs (based on data analysis rather than teacher's values - more evidence based). As a result delivery of instruction became more consistent in all classrooms and teachers managed to incorporate the model in all lessons.  Staff became more data literate incorporating data in planning and assessment. Staff unpacked the PLC strategies, fine tuned differentiated learning approaches to establish whole school, common understanding of the school instructional model. Staff undertook moderated writing assessments, reviewed the Assessment schedule, analysed student performance and data across the school - which led to improved student learning outcomes and enhanced teacher practices.  The school will continue to increase % of positive response rate in ATOSS data in the following areas;  o Effective teaching practice for cognitive engagement - Effective teaching time 4.2 Downward trend last 2 years o Teacher-student relations - Effort 15.7 Moving up over last 2 years but very low o Learner characteristics and disposition - Motivation and interest 15.5 Downward trend last 2 years    2020 will see the school focus on Formative Assessment, implement PLC protocols and links to HITS as well as developing Smart Goals for Literacy and Numeracy for targeted individual students. |
| Achievement |
| Overview Our school’s enrolment in 2019 was 21 students, of which 4 students participated in Yr 3 NAPLAN and 2 students participated in Yr 5 NAPLAN. This equated to 29 % of enrolments participated in NAPLAN. It was the first year all students participated in the program online. Targets were set to attain 12 months growth in 12 months.  NAPLAN Yr 3 Results • Writing - 100 % students above NMS with 50 % students in the top 2 bands (all students performing above expected level) School performing above state mean by 0.6 points  • Reading - 25 % students at NMS and 75 % above NMS (75 % students performing above expected level)  • Numeracy - 100 % students above NMS with 75% in the top 2 bands (all students performing above expected level) 14.5 points above state mean  NAPLAN Yr 5 Results • Writing - 100% students above NMS ( no students in the top 2 bands) all students performing above expected level • Reading - 100% students above NMS ( no students in the top 2 bands) all students performing above expected level • Numeracy - 100 % students above NMS ( 1 student in the top 2 bands) all students performing above expected level 27.8 points above state mean   NAPLAN Relative Growth data from Yr 3 to Yr 5 - Writing - (matched cohort) indicated - 50 % Low Growth, 50 % Medium Growth and no High Growth  NAPLAN Relative Growth data from Yr 3 to Yr 5 - Reading - (matched cohort) indicated - 50 % Low Growth, 50 % Medium Growth and no High Growth  NAPLAN Relative Growth data from Yr 3 to Yr 5 - Numeracy - (matched cohort) indicated - no Low Growth, 100 % Medium Growth and no High Growth  NAPLAN Relative Growth data from Yr 3 to Yr 5 - Spelling - (matched cohort) indicated - no Low Growth, no Medium Growth and 100 % High Growth  NAPLAN Relative Growth data from Yr 3 to Yr 5 - Grammar & Punctuation - (matched cohort) indicated - no Low Growth, no Medium Growth and 100 % High Growth  English Online Interview Prep - Reading & Viewing - Silvan 33.3 % towards Foundation and 66.7 % towards Level 1 - Greater % than State heading towards level 1   State 67.2 % towards Foundation and 29.6 % towards Level 1   Prep - Speaking & Listening - Silvan 33.3 % towards Foundation and 66.7 % towards Level 1 - Greater % than State heading towards level 1   State 43.8 % towards Foundation and 45.2 % towards Level 1   Prep - Writing - Silvan 66.7 % towards Foundation and 33.3 % towards Level 1 - Greater % than State heading towards level 1   State 69.1 % towards Foundation and 23.3 % towards Level 1    Grade 2 - Reading & Viewing - Silvan 25 % towards Level 1 and 75 % towards Level 2   State 5.8 % towards Foundation, 21.5 % towards Level 1 and 38.9 % towards Level 2   ( no tail below expected level & Greater % than State heading towards level 1 & 2 )  Grade 2 - Speaking & Listening - Silvan 25 % towards Level 1 and 75 % towards Level 2   State 19.8 % towards Level 1, 49.7 % towards Level 2 & 25.1 % towards Level 3  (Greater % than State heading towards level 2 with no students heading towards Level 3)  Grade 2 - Writing - Silvan 50% towards Level 1 and 50% towards Level 2   State 8 % towards Foundation, 22.5 % towards Level 1, 33.6 % towards Level 2, 24 % towards Level 3 & 9.8 % towards Level 4.   (Data indicates students at or just below expected level with no students above expected level)     Teacher Judgements  Literacy  Reading & Viewing - Student growth • All year levels experienced expected or above expected growth with the exception of Prep (1 student), Yr 2 (1 student) and Yr 3 (1 student). Speaking & Listening – Student growth • All year levels experienced expected or above expected growth with the exception of Prep (1 student), Yr 4 (1 student) & Yr 5 (1 student)  Writing – Student growth • All year levels experienced expected or above expected growth with the exception of Yr 3 (1 student) and Yr 4 (3 students).  Literacy data clearly points to some long tails in Writing where student growth fell short of expected level or better. Continued focus on professional learning around Writing particularly the ‘Seven Steps to Writing’ and Writing conferences will be a focus in 2019 in an attempt to continue gains made in Writing and boost student growth in this area.   Numeracy  Measurement & Geometry –Student growth • All year levels experienced expected or above expected growth with the exception of Yr 2 (4 students ~ whole cohort) and Yr 4 (1 student) Number & Algebra – Student growth • All year levels experienced expected or above expected growth with the exception of Yr 2 (2 students) and Yr 6 (1 student) Statistics & Probability – Student growth All year levels experienced expected or above expected growth with the exception of Prep (3 students~ whole cohort), Yr 1 (1 student) & Yr 6 (1 student)  Numeracy data indicated that greater attention is required to evenly deliver the sub-strands over the course of the year. In 2019 the school will follow the VCAA Scope and Sequence planner to ensure all sub-strands are taught with even allotment of time to ensure all strands have adequate teaching and learning time.  Our school’s continued focus has been implementing ‘Best Practice’ approaches to ensure projected targets in Writing can be achieved. To this end, our participation in the ‘Writing’ FISO group- Building Teacher Capacity – Best Practice. Our school has undertaken Professional Learning in ‘VOICES’ writing program, HITS and Instructional Models. Our FISO initiatives and priorities were targeted towards; • Visibility in classrooms • Consistency of use across the school • Improvement in data over a 12 month period – NAPLAN/teacher judgement • Communities of Practice in place • PLC -Writing • 1:1 writing conferencing with explicit targets/instruction  Once again to ensure our 3 ‘Improvement Initiatives’ were met considerable time and resources were be given to create, purchase and implement the following resources; • Time for analysising writing data • Time to plan & implement PLC Writing Inquiries • Mentor Texts • Time for PL sessions at school • Access to exemplary schools/experts |
| Engagement |
| Engagement Average absences for All absences during 2019 was 16.7 days  Unapproved days during 2019 were 5.7 days.  Silvan Primary achieved 33 % students 20 or more days absent - Similar schools 31 % and State 27 %   Panorama Report 2019 Attitudes to School Survey identified the following areas as a cause of celebration; • Effective teaching Practice for cognitive engagement Domain - 100 % Positive &/or Neutral response  ……………………………………………………………………….........................................................................................................  Panorama Report 2019 identified the following areas in need of improvement;  • Learning Characteristics and Disposition Domain  Attitudes to attendance 8 % Not Positive  Resilience 6 % Not Positive  • Not Experiencing Bullying Domain  Not experiencing bullying 13 % Not Positive  • School Safety Domain  Advocate at school 3 % Not positive  Managing bullying 8 % Not positive  • Social Engagement Domain  Student voice and agency 3 % Not positive  • Teacher-student Relations  Teacher concern 13 % Not Positive   Data patterns indicate that the above areas require focus on in 2020. The following improvement measures will be trialled in 2020 in an effort to improve raw score associated with the above. • exclusive specialised programs for grade 5 & 6 students outside of their current multi-age classrooms • review inquiry model/approaches to include differentiated tasks that cater for individual student’s point of learning • include Literacy & Numeracy Smart Goals in targeted student’s I.E.Ps • encourage student voice and greater student decision making concerning curriculum foci • implement education program focusing on anti-bullying |
| Wellbeing |
| Wellbeing Grade 4-6 data patterns in the Attitude to School Survey indicated that ‘Not Experiencing Bullying’ - (13 % Not Positive) and Teacher-student Relations - Teacher concern 13 % Not Positive are areas to focus on in 2020. The following improvement measures will be trialled in 2020 in an effort to improve raw score associated with wellbeing, engagement and relationships; • continue sessions for targeted students to attend art therapy • continue whole school social & emotional education via ‘Rock & Water’, ‘Play is the Way’ and ‘Berry Street Educational Model’ strategies and programs • encourage student voice and greater student decision making concerning curriculum and extra curricula foci • implement education program focusing on anti-bullying and diversity • encourage student voice and greater student decision making concerning curriculum |
| Financial performance and position |
| FINANCIAL PERFORMANCE COMMENTARY In 2019 there no funds carried over from 2018 SRP. As always the school run a tight budget and relied on fundraising and community donations to help finance and provide staffing to ensure; • all key learning areas have experienced staff to deliver curriculum • provide a buffer to ensure the school has money to staff classrooms considering dropping student enrolments • increase ES time fractions to provide support for vulnerable students (that are unfunded)   Money was also kept aside to maintain facilities and provide teaching resources across the school into 2020 and beyond. In the area of asset replacement particularly, the school is mindful of the continuing evolution of technology in maximising student engagement and learning delivery initiatives, the school undertook a leasing arrangement to replace our aging computer server and UPS to ensure the network can run our newly purchased desktop computers from the year before and be efficient in deploying the NAPLAN online testing for 2019. Our school’s appreciates that an up to date ICT network and facility is a vital component of ICT learning and the ability of students to navigate the connected world.  Revenue and expenditure during 2019 were consistent with expectation. Quarterly grants from the Commonwealth have again enabled the school to run the Sporting Schools Program. The take-up rate for this program is extremely encouraging and it links into the school’s strong focus on healthy living and eating and the relationship between active bodies and active minds.  The school also received additional BARR funding (as the school is a BAR school) and used to ensure our grounds were safe from excessive vegetation – this money was used to clean gutters and remove trees around our SIP. |
| **For more detailed information regarding our school please visit our website at** [**https://www.silvanps.vic.edu.au/**](https://www.silvanps.vic.edu.au/) |

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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. | | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  | |  | | --- | | Few absences <------> Many absences | |  | |  |  |  | |  |  |  | |  |  |  | |  | |  | | --- | | Few absences <------> Many absences | |  | |  |  |  | | | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  | |  | |  | | --- | | Average 2019 attendance rate by year level: | | | |  |  |  | | --- | --- | --- | |  |  |  | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | Prep | | |  | | --- | | Yr1 | | |  | | --- | | Yr2 | | |  | | --- | | Yr3 | | |  | | --- | | Yr4 | | |  | | --- | | Yr5 | | |  | | --- | | Yr6 | | | |  | | --- | | 83 % | | |  | | --- | | NA | | |  | | --- | | 90 % | | |  | | --- | | 95 % | | |  | | --- | | 89 % | | |  | | --- | | 99 % | | |  | | --- | | 94 % | | |  | |  |  |  | | |  |  |  | | --- | --- | --- | |  |  |  | |  | |  | | --- | | Similar school comparison not available | |  | |  |  |  | | |  |  | |  |  |  |  | | | | | |  | |  |  |  |  |  |  | | |  | | | |  |

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 |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Financial Performance and Position** | | | | | | | | | | | | | | | | |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | *Commentary on the financial performance and position is included in the About Our School section at the start of this report* | | | | | | | | | | | | | | | | |  | |  |  | |  | | --- | | Financial Performance - Operating Statement  Summary for the year ending 31 December, 2019 | | | | | | | | | | | | | | | | | |  |  |  |  |  | |  | | --- | | Financial Position as at 31 December, 2019 | | | |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  | |  | | --- | | **Revenue** | | | | | | | | | | | |  | | --- | | **Actual** | | | | | | | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | **Funds Available** | **Actual** | | High Yield Investment Account | $49,245 | | Official Account | $9,009 | | **Total Funds Available** | **$58,254** | | | |  |  | |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | | |  | | --- | | $373,585 | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $85,345 | | Government Grants Commonwealth | $5,400 | | Revenue Other | $1,650 | | Locally Raised Funds | $29,204 | | | | | | | | | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | | | |  |  |  | |  | | --- | | **$495,184** | | | | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $8,030 | | | | | | | | | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$8,030** | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | |  | |  | | --- | |  | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $12,614 | | Other Recurrent Expenditure | $5,104 | | Funds Received in Advance | $1,800 | | School Based Programs | $7,400 | | Asset/Equipment Replacement < 12 months | $15,504 | | Maintenance - Buildings/Grounds < 12 months | $18,454 | | **Total Financial Commitments** | **$60,876** | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | |  | |  | | --- | | $379,450 | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Communication Costs | $2,482 | | Consumables | $8,099 | | Miscellaneous Expense³ | $18,935 | | Professional Development | $1,641 | | Property and Equipment Services | $29,199 | | Salaries & Allowances⁴ | $17,525 | | Trading & Fundraising | $7,331 | | Utilities | $6,611 | | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | | | |  |  | |  | | --- | | **$471,274** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | |  |  | |  | | --- | | **$23,911** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Asset Acquisitions** | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | **$0** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | (1) The Equity funding reported above is a subset of overall revenue reported by the school  (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation  process.  (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs  and taxation charges.  (4) Salaries and Allowances refers to school-level payroll. | | | | | | | | | | | | | | | | | | | | | | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | *All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.* | | | | | | | | | | | | | | | | | | | | | | | | |  |  |  | | | |  | | | |  |

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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. | | | | | | |  |  |  |  |  | |  |  |  | |  | | --- | |  | |  | |  |  |  |  |  | |  |  | |  | | --- | | **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’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **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). | | | | | |  | |  |  |  |  |  |  | |  |  | |  | | --- | |  | |  |  |  | |  |  |  |  |  |  | |  | |  | | --- | |  | | | |  |  | |  |  |  |  |  |  | |  | |  |  |  | | |  | | |  | | |  |