**2019 Annual Report to**

**The School Community

School Name: Devon Meadows Primary School (3924)**

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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 16 March 2020 at 10:22 AM by Brendan McDonough (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 23 March 2020 at 07:16 AM by Melaine Kelsall (School Council President) |

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**About Our School**

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| School context |
| Devon Meadows Primary School is situated in an attractive rural setting, approximately 7km south-east of Cranbourne. Parents, students and staff work together in a partnership to bring about the best possible outcomes for all students. At Devon Meadows Primary School we value: Respect, Commitment to Learning, Teamwork and Friendship. By the end of 2019, the school had a student population of 235 students. Students were organised into 10 classes and came from the local area as well as from the wider Cranbourne area and nearby Tooradin, Blind Bight and Cannons Creek. Where possible, students were placed in classes around the Victorian Curriculum levels. Many parents and students from outside the immediate school area chose our school because of the ‘country school’ feel that the school has. Teachers worked as part of a collaborative team based on the Prep, grade 1/2, Middle and Senior Schools - to plan student learning using the Professional Learning Community model. Teaching was informed by student data and other evidence of learning and the individual needs of students were catered for through personalising learning based on this approach. The school made some significant gains last year and will continue to focus on consistent pedagogical approaches across the school and catering for the needs of all students.The school’s purpose is to have a partnership between parents, students and teachers in order to provide the best possible learning for all students. As part of this partnership the school has many parents helping out in classrooms as well as supporting the school through fundraising efforts and through working bees, canteen volunteers and school council. This was reflected in the 2019 Parent Opinion Survey where ‘General School Satisfaction’ was rated 90% positive. The Annual Implementation Plan included actions and strategies to address student attendance, including staff attending Professional Development work shops on topics such as chronic absenteeism. The school’s Student Attitude to School Survey showed positive results in the areas of ‘High expectations for success’, ‘Self regulation and goal setting’ and ‘Advocate at school’. Staff consisted of two principal class officers, ten classroom and specialist teachers as well as seven Education Support Staff. To arrange a personal tour of our school please contact our office on 5998 2304. Alternatively, you can visit our school website at www.devmead.vic.edu.au  |
| Framework for Improving Student Outcomes (FISO) |
| The school focused on building practice excellence, curriculum planning and assessment as well as building leadership teams. Initiatives included the implementation of instructional models in Reading, Writing and Mathematics and school wide focus on real life applications of mathematics skills and knowledge. This was successfully carried out through professional development, both internal and external, and classroom observations. There was a strong emphasis school wide on the 'empowering students and building school pride' element of FISO. This was successfully carried out by professional development of many school teams visiting other schools of best practice and reporting back on how they have developed student voice and agency through individual learning goals. Students then had a greater choice in the learning styles they employed to achieve these goals. The school was also a part of the Casey South Network Community of Practice for 'Student Voice and Agency'. The school leadership team continued to work with DSSI experts from region to analyse the school’s NAPLAN data and school wide initiatives established such as the Fab 4 and Big 3 in reading and writing.  |
| Achievement |
| In 2019, the school continued to work on its strategic plan goal of achieving high quality educational outcomes for all students, with a particular focus on English and Mathematics. As 2019 was scheduled as a review year the goals in the AIP were not as detailed as previous year. The school met its targets of embedding a whole school instructional model for Reading and Writing and a whole school approach to problem solving and real life application of Maths. The school focused on building practice excellence, curriculum planning and assessment as well as building leadership teams. Initiatives included the implementation of instructional models in Reading, Writing and Mathematics and school wide focus on real life applications of mathematics skills and knowledge. This was successfully carried out through professional development, both internal and external, and classroom observations. There was a strong emphasis school wide on the 'empowering students and building school pride' element of FISO. This was successfully carried out by professional development of many school teams visiting other schools of best practice and reporting back on how they have developed student voice and agency through individual learning goals. Students then had a greater choice in the learning styles they employed to achieve these goals. Our NAPLAN results indicate that the relative growth of our grade 5 students was not as great as previous years, 65% in high and medium growth and 73% high and medium growth in numeracy. The school will continue to focus on areas that the data informs us that there needs to be improvement, such as increasing the number of students in the top two bands. Staff continued to analyse NAPLAN data and highlighted three areas for improvement in reading and writing (Big 3) which were incorporated into planning documents as a learning focus. Students funded through the Program for Students with Disabilities as well as those students with English as an Additional Language or from Aboriginal or Torres Strait Islands backgrounds are catered for through the personalized learning approach. A literacy intervention program also caters for students in need of this program. |
| Engagement |
| Student attendance remained a major focus during 2019. The strategies used had a positive impact with the mean absence score decreasing slightly 2018. Student absences decreased from 17.7 in 2018 to 17.3 in 2019. Students with 20 or more days absence (27%) compared favourably with similar schools (29%) and network schools (32%). A fortnightly attendance ward was introduced to fortnightly assemblies. Attendance will continue to be a major focus of the school going forward.The school continued to offer our students a variety of curricular and extra-curricular activities including: Physical Education, Inter-school Sports Program, Performing Arts, Indonesian, Wakkakirri, Christmas Carols, Camping Program (Year 3 to Year 6), Swimming Program (Junior and Middle School), Guitar Tuition, Excursions and Incursions as well as many others. In 2019, student voice and agency was a major focus. Several teachers used their Professional Practice Days to visit schools of best practice to see how student voice and agency can be implemented. As a result students had greater input into their learning goals and the methods the employed to achieve them, such as peer tutoring, choice boards, teacher conferences, online tutorials and hands on tasks. The school was also part of a network Community of Practice in this area.  |
| Wellbeing |
| The school has a strong approach to student welfare which is supported by a student management program which is consistently applied across the school. Students were again involved in establishing class rules and norms in consultation with their teacher. These were linked to our school values.The school’s Student Attitude to School Survey which is a survey of Year 4, 5 and 6 students again showed improvement in the areas of ‘Effective classroom behaviour’. This went from 83% in 2018 to 87% in 2019 which was well above state average (80%) and network schools (79%). The Respectful Relationships program continued in 2019 with sessions held fortnightly. Lessons were taught across the whole school on a fortnightly basis. Professional development through our liaison school Lyndhurst Primary School was undertaken by key stakeholders. Circle Time was embedded school wide to develop students’ emotional intelligence.The student leadership program continued in 2019 with students given the opportunity to take on leadership roles in Year 6, which included the school captains and vice-captains. Year 6 students also took part in our Buddies Program with the Prep students.Students from across the school had the opportunity to be a part of the Student Representative Council. In 2018 school wide 'Friendship' days were held. In 2019 these were expanded to a celebration of a school value once a term with each value covered over the course of the year. Yard duty friendship tokens also morphed into school values tokens to better reflect all of the school values.Students are regularly supported and encouraged by a number of student awards at our weekly assembly. This is done in front of the student’s peers so they can also identify things that they have seen the student do that makes them a successful learner. There is also an ‘outstanding achiever’ award which is presented to one student from each class each month. Students are nominated by their teacher. The award comes with a special badge that children can wear at school. |
| Financial performance and position |
| Devon Meadows Primary School maintained a strong financial position in 2019. The 2016-2019 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 $174,722. This surplus is heavily influenced by the 2018 surplus of $115,557 being carried forward into 2019. There has also been significant growth in enrolments which coupled with a changeover from more experienced staff to less experienced staff has added to the bottom line. The equity funding the school received was allocated to an intervention program, resources for the program, help from DSSI (Differentiated Support for Schools Improvement) experts and the upgrading of literacy and numeracy resources in line with the schools annual implementation plan.  |
| **For more detailed information regarding our school please visit our website at** [**https://www.devmead.vic.edu.au/**](https://www.devmead.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 225 students were enrolled at this school in 2019, 103 female and 122 male.3 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students. |

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

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

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

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| **Performance Summary** |

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| Achievement |

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

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| Student Outcomes |

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| Similar School Comparison |

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| **Performance Summary** |

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| Achievement |

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| Student Outcomes |

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| Similar School Comparison |

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

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

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| **Performance Summary** |

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| Student Outcomes |

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| Similar School Comparison |

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

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| There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain. |

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| Statewide Distribution of Learning Gain (all domains) |

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| **Performance Summary** |

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| Similar School Comparison |

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| Average Number of Student Absence DaysAverage days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.Absence from school can impact on students’ learning**Similar School Comparison**A similar school comparison rating of ‘Above’ indicates this school records ‘less’ absences than expected, relative to the similar schools group with similar characteristics. A rating of ‘Below’ indicates this school records ‘more’ absences than expected. |

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

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

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| Average 2019 attendance rate by year level: |

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| Similar school comparison not available |

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| **Performance Summary** |

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| Student Outcomes |

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| Similar School Comparison |

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

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

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

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

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

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

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

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

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

|  |  |
| --- | --- |
| **Funds Available** | **Actual** |
| High Yield Investment Account | $252,494 |
| Official Account | $23,332 |
| **Total Funds Available** | **$275,826** |

 |  |  |
|  |  |  |

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

 |

|  |
| --- |
| $1,824,784 |

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|  |  |
| --- | --- |
| Government Provided DET Grants | $337,210 |
| Government Grants Commonwealth | $3,000 |
| Revenue Other | $22,689 |
| Locally Raised Funds | $199,476 |

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

 |  |  |  |

|  |
| --- |
| **$2,387,159** |

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

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|  |  |
| --- | --- |
| Equity (Social Disadvantage) | $124,704 |

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

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|  |
| --- |
| **$124,704** |

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

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| --- | --- |
| **Financial Commitments** |  |
| Operating Reserve | $72,523 |
| Other Recurrent Expenditure | $2,916 |
| Funds Received in Advance | $32,307 |
| School Based Programs | $117,116 |
| Funds for Committees/Shared Arrangements | $17,997 |
| Repayable to the Department | $8,250 |
| Capital - Buildings/Grounds < 12 months | $24,000 |
| **Total Financial Commitments** | **$275,109** |

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| Student Resource Package² |

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| $1,704,463 |

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| Books & Publications | $5,262 |
| Communication Costs | $3,448 |
| Consumables | $47,456 |
| Miscellaneous Expense³ | $203,587 |
| Professional Development | $12,344 |
| Property and Equipment Services | $150,688 |
| Salaries & Allowances⁴ | $4,623 |
| Trading & Fundraising | $36,597 |
| Utilities | $43,970 |

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| **Total Operating Expenditure** |

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| **$2,212,437** |

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

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| **$174,722** |

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| **Asset Acquisitions** |

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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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