**2018 Annual Report to**

**The School Community

School Name: Bolinda Primary School (1070)**

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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 Regulation 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
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| Attested on 12 March 2019 at 10:49 AM by Gregory Clement (Principal) |

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| * 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 Regulation 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.
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| Attested on 26 March 2019 at 09:03 AM by Catherine Brawn (School Council President) |

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**About Our School**

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| School context |
| Bolinda Primary School is located in Bolinda at the corner of Mullalys Road and Melbourne-Lancefield Road. It is a rather unique school. Due to our geographical location, we are able to provide an alternative education choice to the wider community. Bolinda provides a secure learning environment and a rewarding curriculum that strives to meet the needs of individual students. 35 students were enrolled at this school in 2018, 14 females and 21 males, working in two multi-age flexible learning spaces. There were two full time teachers with an average class size of 17 students. There were also two part time teacher aides. Parent Opinion Survey results indicate higher than average satisfaction and has for many years. The rural outlook of the school engenders pride, warmth, a sense of belonging and a strong partnership between home and school. The school provides an educationally challenging learning and teaching program. It integrates the domains and dimensions of the Victorian Curriculum with a strong emphasis on Literacy, Numeracy, Health and Physical Education, Digital Technology, Science, The Arts and Languages (French), and STEM. Students are also able to participate in a range of inter-school sports including cross-country, athletics, softball, netball and basketball. We also conduct the Stephanie Alexander Kitchen Garden Program for year 3-6 students. The school was lucky enough to have a 1:1 Netbook program and 1:3 iPad program for the students. We belong to a cluster of small rural schools. This cluster provides students with opportunities to broaden academic and social activities as well as teacher professional development opportunities which further extend learning and teaching skills. |
| Framework for Improving Student Outcomes (FISO) |
| In 2018, Bolinda Primary School focused on two FISO priority areas:1. Excellence in teaching and learning Achievements made in this FISO priority area during 2018 included:? Whole School planning documents reflecting depth and breadth of curriculum content.? Planning documents reflecting a more detailed and consistent approach across the 2 classrooms.? Curriculum Days targeted the professional learning of staff in line with our AIP.? Whole school deep understanding of the use and purpose of formative assessment to inform planning.? Purchasing of resources and training aligned with school goals.? Development of a Teaching and Learning Framework showcasing what we do at BPS and how we teach our students.? Modification of our Individual Learning Plans for students to incorporate more student voice and choice.1. Community Engagement in Learning Achievements made in this FISO priority area during 2018 included:? Hosting more family events to further engage our community.? Celebrating academic achievements at school assemblies with a focus on student growth.? Acknowledgement of students with absences below 2 days per term with Attendance Awards.? Whole staff professional learning around community engagement, including many professional readings on the topic.? Many more whole school (funded) well-being projects, including Mindfulness, Body Awareness, and whole school excursions linked to student well-being.? Activated more student voice through our first ever school captains and leadership team, with greater responsibility.? Increased parent involvement through the purchasing of an online portal for parent access to attendance, reports, well-being and school events. |
| Achievement |
| The 2018—21 Strategic Plan sets goals to improve learning outcomes for all students in the English and Mathematics domains of the Victorian Curriculum and to provide an intervention program for students not achieving expected reading milestones. The target set was for each student deemed capable to progress by at least one level each year from 2018 to 2021 in English and Mathematics. The Victorian Curriculum data demonstrated that in teacher judgements, there were significant numbers of students making less than one year’s growth in English and Mathematics and the target had not been met. A second target was set for identified students to continue to improve skills with explicit, targeted intervention. The school hired a Speech Pathologist to work with students who were identified as 'at risk' in literacy, who also planned Professional Learning for staff for a consistent approach to addressing the literacy achievement in the school. A tutor was also hired to work alongside the students who were deemed 12 months ahead in order to continue their progress. All students working with the tutor made 12 months progress over the course of the year. All staff were involved in a Targeted Numeracy Intervention Program during the second semester of 2018, which allowed us to hone in on all students and work with them at their next stage of learning. This information provides clear direction for our 2019 Annual Implementation Plan. |
| Engagement |
| The 2018-2021 Strategic Plan Engagement goals were related to improved attendance and building community links through families and networks. The targets were to maintain school absences at the state average for 2018, and to build upon the already existing strong community links with our families and other small schools in our network to improve student outcomes. Student absences had generally trended downwards from 2014 to 2017. With increased enrollments throughout 2018, bringing us to 41 students, absenteeism crept up to just above the state average. With an improved focus on student engagement, voice and agency in 2019, and a restructure of our Student Representative Council into a Student Voice Team, we are hoping to reduce student absences again to below the state average. Much stronger links to our local network schools, Hesket PS and Darraweit Guim PS have meant that staff have had greater access to Professional Learning and increased opportunities to moderate student work and have robust discussions with other staff members around student outcomes. |
| Wellbeing |
| The new Strategic Plan well-being goal is to continue to build a school focus on the promotion of positive relationships, student resilience and engagement with learning, and the targets are to improve results in the Attitudes to School Survey and Parent Opinion survey variables related to School Connectedness, Student Motivation and Student Safety. The data from the Attitude to School Survey (AToSS) demonstrated that in 2018, the target for School Connectedness had not been met (66%, target 82%), and motivation and interest (75%, target 84%). The data from the Parent Opinion Survey in 2018 indicated that the Parent Satisfaction was at 100%, with student connectedness at 93%, managing bullying at 97% and motivation and support at 90%. Our Year 6 data was much higher than our Year 5 data, which after analysis, brought down a lot of our scores, and we have identified the reasons for this as being due to a larger focus on our Year 6 Leadership team and a perceived lack of focus on our Year 5 students, which we will be addressing in 2019. |
| Financial performance and position |
| The school was financially sound in 2018 ensuring funds were able to be spent on improving student outcomes. Sound financial practices including regular Finance Committee meetings, developing and monitoring budgets and ensuring Profit and Loss Statements for the school have been utilized. Ongoing and regular maintenance, including, painting, grounds work, re-wiring of the school and general repairs occurred in 2018. The School Council approved the building of a new school kitchen to provide newer facilities for our Stephanie Alexander Kitchen Garden Program. A part-time gardener was also hired to maintain the vegetable patches for the school cooking program. The school upgraded to a new school website to ensure prospective and current families had access to current and relevant information about the school improvement priorities at Bolinda Primary School. PSDMS funding was reviewed and aligned to the Integration Aide timetable to ensure resources were allocated where required. In 2018, equity funding supported our Literacy resources being updated and teachers supplied with ongoing training in literacy intervention to assist at-risk students. A Speech Pathologist was hired on staff in a part-time capacity, working with risk students and providing Professional Learning for all staff. High achieving students were also supported through the recruitment of a school tutor, working in all areas of the curriculum. The school updated it's literacy resources in line with our new speech program, purchasing Synthetic Phonics resources, such as decodable readers and Apps. A new mindfulness program was brought into the school, subsidised by government funding, providing all students with an engaging well-being program, run by a professional mindfulness coach. |
| **For more detailed information regarding our school please visit our website at** [**http://www.bolindaps.vic.edu.au/**](http://www.bolindaps.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 35 students were enrolled at this school in 2018, 14 female and 21 male.0 percent were EAL (English as an Additional Language) students and 0 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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| School Comparison |

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| **Performance Summary** |

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| Achievement |

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| Student Outcomes |

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| 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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| 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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| NAPLAN Learning Gain does not require a School Comparison. |

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| **Performance Summary** |

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| 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**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.Average 2018 attendance rate by year level: |

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

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| Student Outcomes |

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| 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, 2018 |

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|  |
| --- |
| Financial Position as at 31 December, 2018 |

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

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

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

|  |  |
| --- | --- |
| **Funds Available** | **Actual** |
| High Yield Investment Account | $69,631 |
| Official Account | $1,151 |
| **Total Funds Available** | **$70,782** |

 |  |  |
|  |  |  |

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

 |

|  |
| --- |
| $563,014 |

 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- | --- |
| Government Provided DET Grants | $134,397 |
| Government Grants Commonwealth | $4,024 |
| Revenue Other | $8,573 |
| Locally Raised Funds | $32,455 |

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

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|  |
| --- |
| **$742,463** |

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

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| --- |
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|  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Equity (Social Disadvantage) | $7,242 |

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

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|  |
| --- |
| **$7,242** |

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

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| --- | --- |
| **Financial Commitments** |  |
| Operating Reserve | $12,282 |
| School Based Programs | $23,000 |
| Asset/Equipment Replacement < 12 months | $5,000 |
| Maintenance - Buildings/Grounds < 12 months | $30,500 |
| **Total Financial Commitments** | **$70,782** |

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| Student Resource Package² |

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| $431,351 |

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| Books & Publications | $10,323 |
| Communication Costs | $2,501 |
| Consumables | $11,134 |
| Miscellaneous Expense³ | $32,966 |
| Professional Development | $5,441 |
| Property and Equipment Services | $25,181 |
| Salaries & Allowances⁴ | $19,939 |
| Trading & Fundraising | $2,712 |
| Utilities | $5,845 |

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| **Total Operating Expenditure** |

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| **$547,392** |

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

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| **$195,071** |

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| **Asset Acquisitions** |

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| **$94,398** |

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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 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. |

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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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| The School Comparisonshows 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. |

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| More information on School Comparison performancemeasures can be found at:[http://www.education.vic.gov.au/school/parents/involve/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)[Pages/performance.aspx](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx) |

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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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| **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 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. |

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