# ABC Primary School

## Key:
- Range of results for the middle 60% of Victorian government schools:
- Result for this school: ●
- Median of all Victorian government schools: ■

This page provides the overall picture of this school's performance in the past year. The following pages provide more detail on each of these measures.

### Overall Measures

#### Student Outcomes
Results achieved by students at this school compared to students at other Victorian government schools.

1. **Student Learning**
   - Combining teacher assessments from the Victorian Essential Learning Standards (VELS) and the results from the National Assessment Program – Literacy and Numeracy (NAPLAN) tests.

### School Comparison
Whether this school, taking into account its students, is performing higher than, lower than, or broadly similar to other schools, taking into account their students.

1. **Student Learning**
   - Lower Outcomes
   - Similar Outcomes
   - Higher Outcomes

2. **Student Engagement and Wellbeing**
   - Lower Outcomes
   - Similar Outcomes
   - Higher Outcomes

### School Profile
- **Average level of parent satisfaction** with the school as derived from the annual Parent Opinion survey. The score is reported on a scale of 1 to 7, where 7 is the highest possible score.

- **Overall socio-economic profile**
  - low  low-mid  mid  mid-high  high

- **Proportion of students with English as a second language.**
  - low  low-mid  mid  mid-high  high

- **205 students (96 female, 109 male) were enrolled at this school in 2009.**

For more information regarding this school, please visit [www.vrqa.vic.gov.au/sreg](http://www.vrqa.vic.gov.au/sreg)
3. Teacher assessments from the Victorian Essential Learning Standards (VELS)

Percentage of students in Years Prep to 6 with a grade of C or above in:
- English and Mathematics
- All other subjects

The grades are the same as those used in your child’s end of year report.

A ‘C’ rating means that a student is at the standard expected at the time of reporting.

4. NAPLAN Year 3

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 3 assessments are reported on a scale from Bands 1-6.

Bands represent different levels of achievement. For Year 3, the National Minimum Standard is at Band 2.

5. NAPLAN Year 5

Average score achieved on the NAPLAN Reading and Numeracy tests conducted in May each year.

Year 5 assessments are reported on a scale from Bands 3-8.

Bands represent different levels of achievement. For Year 5, the National Minimum Standard is at Band 4.
ABC Primary School

How this school compares to all Victorian government schools

Student Engagement and Wellbeing

6. Student attendance
Average attendance rate of all students in the school. Common reasons for non-attendance include illness and extended family holidays.

7. Student attitudes to school
Derived from the Attitudes to School survey completed annually by Victorian government school students in Years 5 to 12. It includes questions about students’ engagement in and enjoyment of school. The school’s average score is reported here on a scale of 1 to 5, where 5 is the highest possible score.

Key:
Range of results for the middle 60% of Victorian government schools:
Result for this school:
Median of all Victorian government schools:

Student Outcomes

| Results: 2008 | 0 | 100 |
| Results: 2005 - 2008 (4-year average) | 0 | 100 |

| Results: 2009 | 1 | 5 |
| Results: 2006 - 2009 (4-year average) | 1 | 5 |

School Comparison

Lower  Similar  Higher

Lower  Similar  Higher

Lower  Similar  Higher

Lower  Similar  Higher
ABC Primary School

ABC Primary is located in the inner city suburbs of Melbourne and was established in 1899. The current multi-age structure commenced in 1999 with support from the school community and continues to be a strength of the way we learn together. ABC Primary currently has 208 students enrolled and is within the Central Metropolitan Region as one of 50 schools within the Central Valley Network of schools. ABC Primary will soon move into refurbished and new facilities designed by the school community. This will increase the scope and depth of learning opportunities available to students, staff and families. Our Strategic Plan focuses teacher learning around an improved, whole school assessment process to assist staff to produce personalised learning plans for all students.

All schools within the region are working on a consistency of practice in literacy and numeracy classrooms. ABC Primary has appointed a Numeracy and a Literacy Coach to train and support staff to increase their knowledge, understanding and implementation of Maths problem solving, writing, spelling and comprehension strategies that will improve student achievement levels across this curriculum.

### Student Learning

ABC Primary students continually achieve above average results National tests in both Literacy and Numeracy. School comparison data for teacher assessments from the VELS are mostly at expected levels given our student cohort. All Naplan results in student learning are within the predicted range given the background characteristics of our students. Numeracy achievement levels are a strength but school level individual student data tells us we need to further support a small cohort of students in reading at Year 2 and at Year 5. ESL learning needs are a contributing factor. Staff are continuing to adapt their teaching and evaluating their programs in response to individual student test item analysis reports. Our staff also accommodate the learning needs of a significant number of high achieving students across all year levels. Again, although above average results overall, writing has been identified to be the literacy improvement area for the school.

The school is continuing to review and improve its processes for involving and reporting to parents.

### Student Engagement and Wellbeing

ABC Primary has done very well in this area with our attendance results being higher and our attitudes to schooling being at a similar level given our student cohort. The report demonstrates an improvement in overall student attitudes to schooling and returns us to our predicted performance level. Our multi-age structure and its extensive use of buddies and cross age teaching, annual camps and the range of musical, ICT, sports and arts events all contribute to this pleasing result.

At ABC Primary the school community prides itself on its level of parental involvement and being a school where the individual is recognised, valued and developed. We are pleased that our students feel so positive about our school and that this high level of engagement is reflected in our strong attendance results. Being on time for school is now where we need to turn our attention. The staff welfare committee has also been asked to develop a more consistent student management plan and processes. Once agreed, it is our intention to clearly communicate this plan to our community.

### Student Pathways and Transitions

ABC Primary liaises with all local kindergartens and secondary schools in our area to ensure a smooth transition from kinder to Prep and Year 6 to Year 7. Open days and information sessions are held annually to involve and inform parents at these important transition points in their child’s schooling. ABC PS has a strong relationship with XYZ Kindergarten. Our Year 5 and 6 students have been visiting this kindergarten for many years as part of a buddy program. We have been successful in receiving a grant for both groups to work together on a community garden.

The school offers a successful Transition program at the end of each year for its incoming Prep students and their families. A system of ‘learning buddies’ operates throughout the school at all year levels, particularly within reading, computing, L.O.T.E. (Italian) lessons. Buddies are available as needed in the yard and this is particularly helpful for younger students and those new to our school.

Our Year 6 students organise and take responsibility for planning their graduation celebration.

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For more detailed information regarding our school please visit our website at [www.xxx.vic.edu.au](http://www.xxx.vic.edu.au)
How to read the
Government School
Performance Summary 2009

The Victorian Government School Performance Summary provides an overview of how this school is performing, and how it compares to all other Victorian government schools.

All schools acknowledge the partnership and support of their parents and the community in working together to improve outcomes for children and young people.

By sharing this information with the community, our goal is to identify where we need to improve and to work together to achieve excellence in every school.

The front page summarises your school's performance

The second and third pages provide a detailed breakdown of each of the result areas.

The fourth page outlines what your school is doing to improve its results.

What are student outcomes?

Student outcomes show the achievements of students in this school in English, Mathematics and other subjects. They also show results in national literacy and numeracy tests and, for secondary colleges, the Victorian Certificate of Education (VCE) examinations. They provide important information about student attendance and engagement at school.

For secondary colleges, the Government School Performance Summary also provides information about how many students at this school go on to further studies or full-time work after leaving school.

You can see these results for the latest year, as well as the average of the last four years (where available).

The Government School Performance Summary also allows you to compare student outcomes for students at this school with the outcomes of students in all other Victorian government schools.
What is a School Comparison?

The School comparison is a new and different way of comparing school performance. It takes into account the different student intake characteristics of each school.

A School comparison takes into account the school’s academic intake, the socio-economic background of students, the number of Indigenous students, the number of non-English speaking and refugee students, the number of students with a disability, and the size and location of the school.

The School comparison measures show that most schools are doing well and are achieving results that are ‘similar’ to what we would estimate given the background characteristics of their students.

Some schools are doing exceptionally well with the students they have, and have ‘higher’ performance.

Some schools have ‘lower’ performance after taking into account their students’ characteristics – these schools will receive targeted support to ensure that there is improvement.

Looking at both the student outcomes and school comparisons provides important information about what a school is doing well and the areas that require further improvement.

More information on school comparison performance measures can be found at: www.education.vic.gov.au/aboutschool/

What is the meaning of ‘Data not available’?

For some schools, there are too few students to provide data. For other schools, there are no students at some levels, so school comparisons are not possible. Newly opened schools have only the latest year of data and no averages from previous years. The Department also recognises the unique circumstances of Specialist and Select Entry Schools and work is underway to design appropriate School Comparison measures for these schools.

What is this school doing to improve?

All schools have a plan to improve outcomes for their students. The ‘What our school is doing’ statement provides a summary of this school’s improvement plan.