

2018 Annual Report to The School Community



School Name: **Stawell Primary School (0502)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 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.

Attested on 11 April 2019 at 11:01 AM by Robyn Jones
(Principal)

- 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 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 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.

Attested on 09 May 2019 at 01:26 PM by Andrew Dunn (School
Council President)

About Our School

School context

Stawell Primary School is a historically significant school, located centrally in the town of Stawell in the West Grampians Network. '502' – as the school is known locally, has a current enrolment of 265, making it the largest primary school in Stawell, with students drawn from both the town and surrounding rural districts.

Less than 10% of students have English as an additional language and less than 10% were Aboriginal or Torres Strait Islander.

The School Family Occupation and Education Index (SFOE), has increased slightly, placing it in the Low – Medium socio-economic range of schools.

Stawell Primary School's Vision and Values statement reflects the importance placed on developing both the academic progress and the emotional wellbeing of all students. The school's mantra of 502-P.R.I.D.E. (Participation, Respect, Integrity, Determination and Excellence) sets important standards in terms of work effort, behavior expectations and aspirations for all.

We aim to be
proud of ourselves,
proud of our work,
proud of our school and
proud of our community.

Stawell Primary School has 29 staff members comprising of: 2 Principal Class, 18 teachers and 9 Education Support staff including- 5 student support and 2 Administration staff, a Chaplain and canteen manager.

In 2018, the school's leadership profile consisted of a Principal, an Assistant Principal (position unfilled) and a Leading Teacher. The school has a School Improvement Team (SIT) consisting of the Principal Class Officers, the Leading Teacher and four Professional Learning Team (PLT) leaders.

The school's grade structure consists of 13 classes, grouped into three teaching and professional learning units: Prep–Year 2, Year 3–4 and Year 5–6.

A comprehensive curriculum is delivered through a proven, research-based instructional model – G.A.N.A.G. for teaching and learning, based on the work of Marzano and Hattie.

Specialist teachers provide engaging programs in four subject areas- The Arts, PE, Science and Chinese language. They also meet as a fourth Professional Learning Team (PLT)

Enrichment programs include swimming, extensive camps and excursions opportunities, sporting programs and a strong transition process involving local kindergartens (K-P), Stawell Secondary College (6-7) and the broader community.

Student leadership plays an important role within our school, enabling students to build their leadership capacity whilst providing opportunities for student voice and agency. Our school has a strong link with the Secondary College in supporting opportunities for student-led programs by secondary students.

Our school provides a range of extra programs to support student's wellbeing and to develop resilience and social skills, including mentoring and buddy programs. The School Chaplain and associated programs such as Kids Hope, Breakfast Club and Uniform Shop, provides wellbeing support for students and their families.

The school actively encourages parent and community partnerships which support student learning and wellbeing. Parent helpers regularly assist in classrooms and with school events. Students are encouraged to be

active members of the Stawell community.

Striving to be the best you can be continues to be the goal for all members of our school community.

Framework for Improving Student Outcomes (FISO)

In 2018, we decided to maximize the strengths of the FISO model by focusing on each Goal's associated Essential Elements as our key strategies for improvement. This gave us a clear direction as to what mattered most in building school improvement.

Our improvement goals were:

GOAL 1: STUDENT ACHIEVEMENT (Curriculum focus: Maths)

K.I.S. (1): Essential Element 2: School-based professional learning program developed and implemented that supports the school's identified improvement strategies.

K.I.S. (2): Essential Element 7: Data collection, analysis and evaluation of student learning growth over time.

K.I.S. (3): Essential Element 8: Explicit use of evidence-based school-based improvement strategies and teacher professional practice activities.

GOAL 2: STUDENT WELLBEING

K.I.S. (1): Essential Element 5: Whole school approach to health, wellbeing, inclusion and engagement.
Focus- WELLBEING and HEALTH

K.I.S. (2): Essential Element 5: Whole school approach to health, wellbeing, inclusion and engagement.
Focus- INCLUSION and ENGAGEMENT

Achievement

In 2018 we were unable to appoint an Assistant Principal (curriculum leader) until 4th term for a 2019 start. Our Leading Teacher was acting AP and on LSL for some of the year -leaving a significant gap for our professional learning options. However, our strong PLT structure, enhanced by the introduction of a Specialist PLT and 4 new Committees (English, Maths, ICT, Wellbeing), in conjunction with a clearly defined meeting schedule and 4 Planning Days, gave us a strong foundation to work from. It has given different staff members a chance to be involved in new leadership roles and has built a greater professional trust amongst staff.

Without a designated 'curriculum leader' to direct and guide, staff have had to use greater initiative to work more closely together. This year, staff have been more willing to research, share ideas, trial, review and change when things haven't worked.

Participation in the Bastow PLC course is going to be the catalyst for further leadership development in 2019. It too has strengthened our understanding of using a true collective efficacy approach to professional learning.

Over the past 4 years, considerable work has been completed on building staff understanding of data literacy. This progression has enabled staff to move from just completing the required assessments, to now using that information to inform their teaching to a greater extent.

Maintaining a whole of school approach to our professional learning and development has been a major focus throughout our improvement journey. Keeping the line of sight and what that means for us as a school, is imperative in determining the strategies that we seek and use.

Continuing to build the transitional links between kinders and school and primary to secondary remains an important focus for us. We are strengthening the important educational bridges that link us – this has been a feature in 2018. Visiting secondary school classrooms has been a major step for all involved.

NAPLAN

- Grade 3 are performing ABOVE the State mean in Writing, Spelling and Grammar & Punctuation.
- Grade 3 have 71% in the Top 2 bands for Writing and 61% for Reading.
- Grade 5 have 74% and higher achieving at 'above' standard in all 5 assessment areas

SCHOOL CLIMATE

- Collective responsibility – 86
- Scores 'above' all primary schools:
- Teacher collaboration – 78
 - Collective focus on student learning – 90
 - Guaranteed and viable curriculum – 88

STAFF SURVEY:

- All scores for Teaching & Learning – Implementation summary are at the 80th percentile or above
 - Teaching & Learning Evaluation summary scores include:
- Monitor effectiveness using data – 92%
 Understand how to analyse data – 87%
 Use evidence to inform teaching practice– 90%

STUDENT SURVEY: (Panorama Report)

- High expectations for success- 99%
- Differentiated Learning – 95%
- Self-regulation & Goal Setting- 91%

Areas for focus in 2019 include:

- Increasing 'high' relative growth from Grade 3 to 5 (focus: Reading)
- Improving Grade 5 Reading achievement data
- * Embedding of Bastow PLC strategies and inquiry challenges to continue to strengthen our collective efficacy approach.
- * Implementation of a strengthened observation and feedback process
- * Continue to build the use of data walls to inform teaching groups and growth.

Engagement

The introduction of fluid Goal Groups, based on individual student need in Maths, has been a major achievement for us in 2019. The groups recognise both student need and growth based on data analysis.

The groups have improved student engagement, motivation and enjoyment of Maths. They have been the catalyst for increasing the expectations of Maths, including bookwork and the use and verbalising of strategies.

The introduction of Goal Groups has created extensive professional discussion about the importance of the assessment to be used in accurately placing individual students, (including the role of the Maths Interview and Essential Assessment data), to achieve maximize engagement in learning.

After the initial introduction, staff now want to further build their knowledge of HITS – embedding more than just one focus area. They are valuing the strategies and see their importance in developing effective classroom practice.

Providing exciting new learning opportunities and experiences has been an important focus in 2018. This has been particularly evident in the new Prep classrooms and the teaching approaches demonstrated this year. Our improved Prep achievement outcomes are certainly reflective of this.

Through the sourcing of many ARTS grants, this year our students have visited Melbourne galleries, been visited by: a secondary school 'rock' band, the Australian Ballet company, music incursions -just to name a few. The grants have provided opportunities that our school could never have provided within our SRP budget.

'Giving back' has also remained a strong focus. This was truly exemplified, by both students and teachers, for the MND fundraiser. Our students are encouraged to be an active part of their community – whether it be sport, arts, charity work –building their skills and mindset for the future.

Our Twilight Market was a huge success with students and teachers being actively involved in this community

event. One student cut and donated her hair to Kids with Alopecia raising \$1,000 for the cause. We have much to be proud of, particularly when we work together. Learning should be both meaningful and engaging- always with students at the centre.

STUDENT SURVEY:

- * High expectations for success – 99%
- * Sense of inclusion – 95%
- * Differentiated learning challenge – 95%
- * Stimulated learning – 94%
- * Attitude to attendance – 92%

All 'Effective Teaching Practice' responses were in the 90% area

STAFF SURVEY:

Believe student engagement is key – 100%
Promote student ownership of their learning – 100%

Areas for focus in 2019 include:

Build upon our engaging practices to refine and to further extend by:

- seeking student feedback in regard to what they have enjoyed and what they would like to see more of
- Build opportunities for greater community engagement within the school.
- Give more families the opportunity to see and understand what is happening within our school.
- community conversations

Wellbeing

The introduction of our Wellbeing Committee has provided strong impetus for new initiatives. We have been able to plan for new inclusive areas for our school, providing support for many of our students and ES staff on playground supervision.

Pop In At Pick Up encourages our parents/friends to come into classrooms on designated afternoons, rather than simply sit in cars or in the yard. Students love having their special visitors on these nights and are very proud to show them their classrooms. The number of visitors continues to grow with each opportunity.

The Committee has led the introduction of Respectful Relationships across the school, with particular reference to providing all classrooms with the appropriate materials for each term's focus and planning days.

Included in this program has been the facilitation two Framework out of Poverty training sessions. Both were highly regarded by teachers and considered very successful, given that it was provided to all Stawell and surrounding schools as a Cluster professional learning opportunity. We now have a common understanding of poverty across all our schools.

502 PRIDE continues to develop in terms of building an understanding of what our Values mean (behaviours rather than just words) and what role they play in building growth and excellence. The purchase of new colourful banners reflecting our Values, has been an important visual recognition, for our school community, of our school Values.

Staff wellbeing has been a focus in Term 4 with the majority of staff actively improving their health and wellbeing. Improving diet, yoga and exercise have been embraced by staff members – both individually and in groups.

Our Chaplaincy program has also gained momentum with access and programs once again embedded in our school culture.

The eventual provision of our new toilet block has been the most significant improvement to our school's health and wellbeing. Students can now safely and confidently use our toilets, with the much-needed renovations providing assurance to our parents of cleanliness and safe hygiene.

Stawell PS is culturally a very different place than in the past, with the enrolment of many new families of different cultural backgrounds. New employment opportunities are bringing new families to the town. Building

cultural respect and valuing diversity will be an important focus for our school – it will help to lead and model this in the broader community.

STUDENT SURVEY:

- Sense of inclusion – 95%
- * Attitude to attendance – 92%

STUDENT SURVEY: (Panorama)

Our scores are all 75% or much higher - with 7 scores in the 80% and 9 scores in the 90%.
Sense of Connectedness and Social Engagement - 82%
(above similar schools and State mean)

Areas for focus in 2019 include:

Greater focus will be given to building positive school wide behaviours (SWPB) particularly in regard to:
-empowering students to understand what bullying means and
-developing appropriate responses to actions of others.

Continue to build upon the gains made this year in terms of building an inclusive school environment – both physically and emotionally.

Participation in the Resilience Project.

Financial performance and position

Strong financial practices over recent years has allowed us to strategically invest \$100,000 (which included CSEF and Drought funding) to gain interest for school use. In Term 3 2019, approximately \$30,000 of this will be repaid to DE&T for a prior staffing shortfall.

Extra revenue for the school in 2018 included:

- * many Grants obtained for the ARTs, Science, Wellbeing and in support of school programs (books/Chaplaincy/Sensory Garden/Inclusion) which may not have been fully expended in 2018.
- * Respectful Relationship program funding for being the Lead School (\$10,000) to be shared in 2019 with Stawell and Surrounding Schools
- * monies held for Building and Grounds works

Surplus funds were also the result of our staffing shortage, particularly CRTs, in 2018.

Performance Summary

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.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile

Enrolment Profile

A total of 270 students were enrolled at this school in 2018, 121 female and 149 male.

2 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures 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.



School Staff Survey

Measures 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.



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school: ● Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>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'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>72%</td> <td>3%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>47%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>65%</td> <td>6%</td> </tr> <tr> <td>Spelling</td> <td>38%</td> <td>47%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>41%</td> <td>38%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	72%	3%	Numeracy	31%	47%	22%	Writing	29%	65%	6%	Spelling	38%	47%	16%	Grammar and Punctuation	41%	38%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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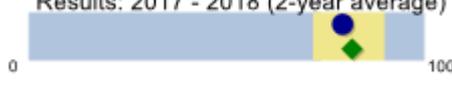
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>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.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	94 %	94 %	93 %	92 %	91 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	94 %	94 %	93 %	92 %	91 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> 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).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

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, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,063,022	High Yield Investment Account	\$178,975
Government Provided DET Grants	\$440,524	Official Account	\$6,702
Government Grants Commonwealth	\$16,700	Other Accounts	\$110,635
Government Grants State	\$5,000	Total Funds Available	\$296,312
Revenue Other	\$22,106		
Locally Raised Funds	\$219,294		
Total Operating Revenue	\$2,766,647		
Equity¹			
Equity (Social Disadvantage)	\$181,794		
Equity Total	\$181,794		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,100,646	Operating Reserve	\$95,453
Books & Publications	\$3,108	Other Recurrent Expenditure	\$693
Communication Costs	\$6,127	Provision Accounts	\$3,000
Consumables	\$54,421	Funds Received in Advance	\$1,273
Miscellaneous Expense ³	\$157,369	Beneficiary/Memorial Accounts	\$5,000
Professional Development	\$14,656	Repayable to the Department	\$29,858
Property and Equipment Services	\$168,513	Asset/Equipment Replacement < 12 months	\$22,798
Salaries & Allowances ⁴	\$105,845	Capital - Buildings/Grounds < 12 months	\$60,000
Trading & Fundraising	\$46,904	Maintenance - Buildings/Grounds < 12 months	\$77,254
Travel & Subsistence	\$3,116	Total Financial Commitments	\$295,328
Utilities	\$28,010		
Total Operating Expenditure	\$2,688,716		
Net Operating Surplus/-Deficit	\$77,931		
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 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.

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.

How to read the Annual Report

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)

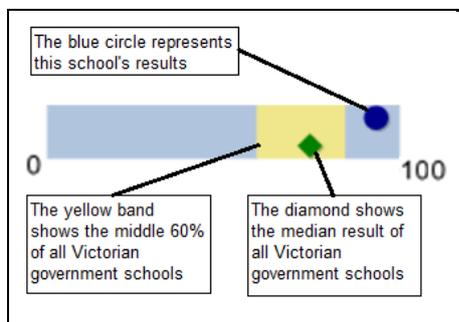
Engagement

- 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).

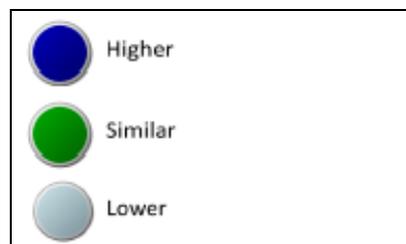


What does *School Comparison* refer to?

The School 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.

The School Comparison shows 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.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

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').