

2018 Annual Report to The School Community



School Name: Goonawarra Primary School (5248)

<<PLEASE UPLOAD A SCHOOL
LOGO>>

- 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 22 March 2019 at 01:32 PM by Alan Fairweather
(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 29 March 2019 at 09:39 AM by Shawn Hindmarsh
(School Council President)

About Our School

School context

Goonawarra Primary School in Sunbury was established in 1987 to service the families of Goonawarra and Rolling Meadows Estates.

The school is set on four hectares of grassed open space with three large adventure playground areas and attractive gardens, including a vegetable garden and outside facilities.

All classrooms are air conditioned and have an interactive whiteboard as well as access to laptops and iPads.

The 2018 enrolment of 422 students was accommodated in 19 classes. The current 2019 student population has risen to 441 students in 21 classrooms. The school population has continued to steadily grow from a low of 280 in 2012 to the current population.

The growth has primarily come from attracting more families from the more affluent Rolling Meadows Estate and from other areas of Sunbury.

The overall school's socio-economic profile, according to the Student Family Occupation (SFO) index and the Student Family Occupation and Education index (SFOE), has changed as the population has increased.

Year	SFO Index	SFO Index
2012	0.5223	N/A
2015	0.500	N/A
2016	0.4902	0.4513
2017	0.4873	0.4477
2018	0.4809	0.4340

Over recent years, the SFO and SFOE have both moved from a position of low to medium, indicating that there are less unemployed parents, more are in fulltime work as well as in managerial / self-employed work.

The workforce composition for 2018 consisted of 2 in the Principal Class, 28 teachers and 6 Education Support Staff.

The staffing profile for 2018 consisted of 50% of staff in their first five years of their career.

In 2018, the school employed a fulltime Student Welfare Officer and a School Chaplain (2 days per week for Term One only).

The school has a strong commitment to providing a curriculum which is both supportive of the needs of individual students which challenges them to achieve their best. The school is committed to strengthening student achievement across all curriculum areas.

The school operated effectively with four Professional Learning Teams with each Team having a Curriculum Leader.

The school is dedicated to empowering students with the core values that will assist them in developing the attributes of responsible citizenship. The core values have been summarised into an acronym of G.R.E.A.T. The school community is now familiar with the sayings 'Goonawarra is G.R.E.A.T!' and 'At Goonawarra we aim to be Generous, Responsible, Enthusiastic, Ambitious and Trustworthy.' The meanings and the practical applications of these words are regularly explored and discussed in the classrooms especially at the commencement of the year during the Positive Start to School Program.

Through positions such as Junior School Council, House Captains and Vice Captains, Choir Captains and events such as 'Principal for a Day' and student input into Assemblies, student leadership is strongly developed.

Parental input is very much valued at Goonawarra. Many opportunities exist for parents and the local and wider communities to be involved in the life at the school at many and varied levels.

There is a very comprehensive and engaging Transition program from preschool to school and throughout the school onto secondary school.

The school also offers an excellent Out of Hours School Care Program (Before and After School) through Camp

Australia.

There have been three new Mod 5 (double classrooms) portable buildings installed over the last three years to assist with the growing school population.

In 2017, the school received a \$330,000 grant under the Planned Maintenance Program. Painting, carpeting, basketball courts, synthetic grass areas were all part of the scope of works.

In 2018 the school received a grant of \$200,000 to improve facilities under the Inclusive Schools Grant Program. The works which will be undertaken in 2019 include a new synthetic grass area with a shade sail and outdoor furniture, a new inclusive playground and an additional steel canopy.

The school provides a variety of special programs including Physical Education, Visual & Performing Arts, LOTE (Italian – Grades Prep – 4) and Reading Intervention (for students in Grades 1 & 2).

Framework for Improving Student Outcomes (FISO)

The areas of focus for our 2018 AIP were within the Excellence in Teaching and Learning dimension of the Framework for Improving Student Outcomes, two improvement initiatives were focused on:
Building Practice Excellence and Evaluating Impact of Learning

After completing the self evaluation process for 2018 we identified progress in one of our identified improvement initiatives:

Building Practice Excellence

We believe that the work that we have engaged in around ongoing professional learning has been modelled on best practice in the areas of Fountas and Pinnell and PLCs collection, analysis and evaluation of student data. While we are yet to see progress on the FISO continuum in the improvement initiative of Evaluating Impact on Learning, the work we have undertaken in regard to evaluating and refining the assessment schedule and working in teams to analyse student data at a cohort level within the PLC cycle sees us in good stead for improvement in this initiative in the near future.

Progress towards achieving the goals has been ongoing with several areas being further developed.

Data obtained demonstrates that we have not met our targets for our 2018 AIP.

Continued focus on implementing PLCs including the capacity of middle order leaders, data literacy and implementing targeting teaching through evidence best practice to meet the needs of students.

Achievement

The major areas investigated in the Achievement section are:

- Teacher Judgement of student achievement

- NAPLAN results in Year 3 and Year 5
- NAPLAN results in Year 3 and Year 5 – over the last 4 years
- NAPLAN Learning Gains

Teacher Judgement of Student Achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year) School State Median Middle 60
percent low Middle 60 percent high School Comparison

Percent			Percent	Percent
English			87.5	90.1
82.6	95.3	Similar		
Mathematics			90.9	91.1
84.0	96.4	Similar		

The above data indicates that Teacher Judgement places our students at a similar level to students at comparable schools in both English and Mathematics.

Our results are similar to the State Median.

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

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

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

NAPLAN top 3 bands

(latest year) School State Median Middle 60
percent low Middle 60 percent high School Comparison

Percent			Percent	Percent
Year 3 Reading (latest year)			76.9	76.5
89.2	Similar			62.0
Year 3 Numeracy (latest year)			61.1	72.5
87.5	Similar			53.6
Year 5 Reading (latest year)			69.6	64.9
80.0	Similar			48.8
Year 5 Numeracy (latest year)			76.4	55.6
75.0	Similar			37.0

The above data indicates that Reading at both Grades 3 and 5 are slightly higher (similar) to the State Median, although they have both declined from 2017 data – Grade 3 88.9% down to 76.9% and Grade 5 from 73.5% to 69.6%.

The above Numeracy data indicates that Grade 3 Numeracy level has greatly declined when compared to 2017 data ((86.1% to 61.1%) - Grade 5 Numeracy level has increased from 71.4% to 76.4%

Both Grade levels are considered to be similar to similar schools.

NAPLAN top 3 bands

(4 year average) School State Median Middle
60 percent low Middle 60 percent high School Comparison

Percent			Percent	Percent
Year 3 Reading (4 year average)			77.8	71.4
57.6	83.6	Higher		
Year 3 Numeracy (4 year average)			68.3	65.7

51.2	80.0	Similar		
Year 5 Reading (4 year average)			70.7	61.2
47.0	75.5	Similar		
Year 5 Numeracy (4 year average)			67.9	54.8
39.2	71.4	Higher		

The four year average data for Reading has declined marginally from 2017, but are still similar / higher than the State median and similar schools.

The Grade 3 four year average data for Numeracy has improved slightly and is similar to like schools.

The Grade 5 four year average data for Numeracy has greatly increased from 61.6% to 67.9% which rates it higher than similar schools.

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

For comparison, 2017 data is in brackets.

NAPLAN Learning Gain High Growth	Low Growth		Medium Growth	
	Percent		Percent	
Percent Reading (18.2)	25.5	(20.5)	49.0	(61.4) 25.5
Numeracy (38.6)	25.5	(9.1)	52.9	(52.3) 21.6
Writing	29.4	(38.1)	51.0	(40.5) 19.6 (21.4)
Spelling	21.2	(7.0)	46.2	(53.5) 32.7 (39.5)
Grammar and Punctuation (32.6)	21.2	(16.3)	53.8	(51.2) 25.0

The Learning Gain for students from when they were in Grade 3 in 2016 to when they were in Grade 5 in 2018 across all areas listed is overall encouraging.

Above expected high growth was attained in Reading, Spelling and Grammar and Punctuation.

A low growth result was evident in Numeracy and Writing.

Engagement

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

*2017 data is in brackets.

Average number of absence days percent low	Middle 60 percent high	School Comparison Number	State Median Number	Middle 60 Number
Number				
Average number of absence days (13.4)	18.1 (18.3)	Lower	19.1 (16.2)	15.(15.6)
Average number of absence days - 4 year average	17.8(17.5)	Similar	16.7(15.6)	13.2(12.9)

The data above indicates that student absences have greatly increased over the last year – from 16.2 to 19.1

days per student. This equates to nearly one day per fortnight per student. This figure is higher than the State Median and is in the top 20% of schools.

The high level of absences is having a detrimental effect on student learning.

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3
Year 4 Year 5 Year 6	Percent	Percent	Percent	Percent
Percent Percent Percent				
Attendance Rate (latest year)	93(91)	90(91)	90(92)	90(93)
90(92) 91(92) 89(92)				

Apart from students in the Prep level, attendance in all other grade levels has declined.

Wellbeing

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Data in these two areas was collected in Grade 4 for the first time last year.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low
Middle 60 percent high School Comparison	Percent	Percent	Percent
Percent			
Percent endorsement (latest year)	83.5	81.1	72.6
89.0 Similar			
Percent endorsement (2 year average)	82.7	81.7	73.8
88.7 Similar			

The data above indicates that the Sense of Connectedness expressed by the students is slightly above the State Median and similar to similar schools.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low
low Middle 60 percent high School Comparison	Percent	Percent	Percent
Percent			
Percent endorsement (latest year)	89.1	81.2	
72.2 90.3 Similar			
Percent endorsement (2 year average)	88.2	81.8	
73.7 89.7 Similar			

The high level of positive response to how the school manages bullying is very encouraging.

The Grade 4 – 6 students gave a very strong positive endorsement to the school's management of Bullying. The extensive work undertaken by the Wellbeing Coordinator, the School Chaplain, the Assistant Principal and all

staff plus the Positive Start Up program and the Bounce Back program have all had a positive effect on minimising bullying across the school.

Immediate follow through when bullying incidences occur and equipping students in dealing with issues, have both proven to be effective strategies in this area.

Financial performance and position

With a continual growth in the student population (146 in the last 5 years from 295 – 441 which equates to a 49.4% increase) and the employment of graduate staff, there has been a sizable surplus in the SRP over recent years. These funds have been converted from Credit to Cash to allow the school to purchase curriculum resources to support student educational outcomes, as well as fund buildings and grounds developments.

The school received \$126,667 in Equity Funding. This amount was used to provide low numbers of students in classrooms plus support the Reading Intervention program.

The school participated in the School Improvement Program which provided funds to allow us to assist Pascoe Vale South Primary School with strategies to connect with their community.

Building and grounds work throughout the year were supported by a Planned Maintenance Program grant of \$330,000 from 2017.

The school received an Inclusive Schools Grant in late 2018 of \$200,000. This grounds work will be undertaken in 2019.

For more detailed information regarding our school please visit our website at




<http://www.goonawarra.vic.edu.au>

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 421 students were enrolled at this school in 2018, 231 female and 190 male.

4 percent were EAL (English as an Additional Language) students and 2 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:  ◆ 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> Higher</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Higher</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 Data</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>49%</td> <td>25%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>53%</td> <td>22%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>51%</td> <td>20%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>46%</td> <td>33%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>21%</td> <td>54%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	49%	25%	Numeracy	25%	53%	22%	Writing	29%	51%	20%	Spelling	21%	46%	33%	Grammar and Punctuation	21%	54%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	25%	49%	25%																							
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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 1015 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>90 %</td> <td>90 %</td> <td>90 %</td> <td>90 %</td> <td>91 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	90 %	90 %	90 %	90 %	91 %	89 %	<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> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	90 %	90 %	90 %	90 %	91 %	89 %										

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> 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> 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	\$3,193,698	High Yield Investment Account	\$259,594
Government Provided DET Grants	\$642,298	Official Account	\$59,673
Revenue Other	\$52,633	Other Accounts	\$0
Locally Raised Funds	\$215,937	Total Funds Available	\$319,267
Total Operating Revenue	\$4,104,565		
Equity¹			
Equity (Social Disadvantage)	\$123,668		
Equity Total	\$123,668		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,066,077	Operating Reserve	\$121,487
Books & Publications	\$21,928	Asset/Equipment Replacement < 12 months	\$51,998
Communication Costs	\$3,947	Maintenance - Buildings/Grounds > 12 months	\$145,782
Consumables	\$82,019	Total Financial Commitments	\$319,267
Miscellaneous Expense ³	\$326,240		
Professional Development	\$15,873		
Property and Equipment Services	\$356,299		
Salaries & Allowances ⁴	\$51,522		
Trading & Fundraising	\$41,949		
Utilities	\$29,574		
Total Operating Expenditure	\$3,995,426		
Net Operating Surplus/-Deficit	\$109,140		
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)

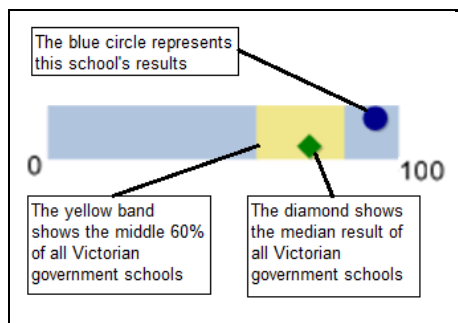
Engagement

- 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).

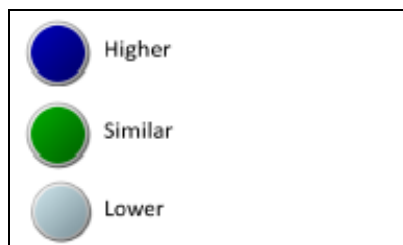


What does *School Comparison* refer to?

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').