

2019 Annual Report to The School Community



School Name: Chandler Park Primary School (5533)



- 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 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 12 June 2020 at 04:40 PM by Nicole Matsoukas (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 22 June 2020 at 05:08 PM by Trevor McCrimmon (School Council President)

About Our School

School context

In 2019, the second year of the (2018- 2021) Strategic Plan our focus is on developing a positive school culture with a strong commitment to develop student voice, agency and leadership and engagement for all members of the Chandler Park learning community. The future direction for the school is based on the core values that underpin the teaching practices at Chandler Park which are: collaboration, respect, resilience and innovation. The school has new facilities which include 17 permanent classrooms 4 portable classrooms as well as purpose built learning spaces for Science and the Visual Arts program. There is also a full sized gymnasium for sport and community use with a Music room, modern canteen and utility space for parents to meet as part of the design. A Before and After School Care program is operated on site by Camp Australia, a registered care provider.

In 2019 there were 60 staff members comprising 2 Principal class teachers, 1 Leading teacher, 2 Learning Specialist teachers, 1 Business Manager, 21 classroom teachers, 6 specialist teachers (Art, Music, Mandarin, Science and Health and PE x2) 3 part-time learning support teachers, 1 Speech Pathologist, 1 Occupational Therapist, 1 First Aid officer, 12 Integration aides and 9 part time Education Support staff all working effectively in teams and continually striving to improve the learning outcomes for all students.

We encourage parent involvement in all areas of the school and the partnership between parent, teacher and each child is highly valued. Literacy, Numeracy and Student Wellbeing continue to be priorities for our school in the Strategic Plan. Information technology is intrinsic to all our programs and to strengthen the focus on digital technologies and STEAM the school has an IT Learning Specialist teacher who ensures consistent implementation of the digital technologies curriculum program P-6. The IT Learning Specialist teacher conducts coaching sessions to model significant task redesign for staff that promotes students' creative and critical thinking skills.

The school prioritizes teaching resilience and social emotional learning for students and this year we launched the Resilience Project P-6. The information sessions facilitated by Martin Heppell, were for staff, parents and students and he provided them with a better understanding of resilience and its benefits. Greater parent involvement in the program has led to a better understanding of students' social emotional learning and coping skills to fully engage with learning at school.

The school has improved student attendance P-6. Student attendance attitudes improved in 2019. Our 4 year target is to achieve an average of 14 absence days per student and in 2019 the average was 16.3 days absence per student P-6. We have made significant headway with reducing the unexplained absences bringing them down from 3.9 to 1.8 per student by the end of 2019. There was an improvement in students' attitudes to attendance with less students arriving late to school which suggests the TICK TOCK program and strategies for improving school attendance are working.

Framework for Improving Student Outcomes (FISO)

In the second year of implementing the Strategic Plan the school continued to focus on the 'Building Practice Excellence' and Curriculum Planning and Assessment' initiatives to enhance the knowledge and instructional capacity of leaders and teachers in developing differentiated teaching and learning strategies so that all students at all levels are continually challenged. This was achieved by: aligning the school's team structure with the Bastow Professional Learning Communities project; focusing on equipping staff with capacity to effectively implement High Impact Strategies in line with the school's instructional models and building the leadership capacity of the middle level leaders (PLC leaders). Teachers worked collaboratively with the learning support team to target the learning and meet the needs of all students across the school. Each professional learning community implemented an Action Research Model based on student assessment data and shared successful teaching strategies to further enhance the repertoire of high impact teaching strategies for all teachers. The regular tracking of reading comprehension, writing and numeracy data ensured continuous improvement in students' learning growth.

The second FISO initiative the school implemented was Positive Climate for Learning. The key improve-ment initiative of empowering students and building school pride focused on developing students' social and emotional learning skills such as mutual respect, honesty, resilience, confidence, persistence and organization. Students set realistic personal social emotional goals which were tracked and monitored throughout the year with the opportunity for parents to have a three- way interview to discuss students' SEL learning goals in term 1 and a further opportunity to discuss students'

academic learning goals in Term 3. The third FISO initiative the school focused on was Professional Leadership. The key actions accomplished this year fo-cused around professional learning for Middle team leaders and Strategic leaders which involved building teachers' leadership capacity (Teach to Lead, PLC, UP program), strengthening leadership of PLC's and improving communication through structures and distributed leadership across the school. These actions were supported by the implementation of a toolkit of strategies to improve staff morale by Nesli which was facilitated by 2 teachers and the program focused on building staff trust, resilience and collective efficacy.

Achievement

The student achievement goal is to achieve optimum growth for all students in literacy and numeracy. The key improvement strategy is to enhance the knowledge and instructional capacity of leaders and teachers in developing differentiated teaching and learning strategies, which ensure that all students at all levels are continually challenged. In 2019 there was a focus on developing the middle leaders' leadership skills through the implementation of the Bastow PLC program. As well, the literacy and numeracy instructional models were developed by strategic teams and reading workshops provided support for teachers to develop their knowledge and instructional capacity in teaching reading. Another key action was the implementation of a synthetic phonics program in Prep and Year 1 which involved a staff participating in professional learning, coaching ,collaboration and shared planning. The initial training was attended by the Junior school teachers and integration aides and the follow up assistance and modelling by the Literacy Learning Specialist teacher provided continuous support for teachers. The regular tracking and monitoring of the assessment data has made student placement in the program easier for teachers and Prep. The end of year results were: 87% of students have made 12 months or more growth and 72% of students have made 18 months or more growth. In Year One 83% of students have made 12 months or more growth and 43% of students have made 18 months or more growth. The Prep- 1 teachers are able to use the RWI phonics assessment and can enter and analyze data to identify ZPD. As well, ES staff are taking small groups of students to give instruction in synthetic phonics. In 2020, the program will be extended to include all junior school classes (P-2)

In NAPLAN the school achieved 39% of Year 5 students in the top 2 bands in 2019 compared with 36 % in 2018. Similarly in Year 3, 44% achieved in the top 2 bands in 2019 compared with 39% in 2018. In NAPLAN Writing, the school performed strongly. The band data for Year 3 was 431.5 compared with 410.3 in 2018 and in Year 5, it was 494.5 (STATE was 483.6) compared with 487.4 in 2018.

The upward trend in writing in both year 3 and year 5 is the result of the whole approach to the teaching of writing genres, the pre and post writes, rubrics, the Professional Learning Communities and whole school moderation practices.

In Maths, the school achieved its target to increase the percentage of Year 3 students in the top 2 bands in Numeracy moving from 17% to 22%. In Year 5 there were 28% of students in the top 2 bands compared with 36% in 2018.

Engagement

The student engagement goal is to improve students' ability to think critically, creatively and reflectively in the development of their learning. The key improvement strategy is to develop and implement processes for students and teachers to participate in the development of challenging and realistic student learning goals, and to monitor and reflect on progress towards the achievement of goals.

Empowering students to reflect on their learning needs and to think critically and creatively within the learn-ing program is the area of focus for the Student Engagement goal. There has been an improvement in stu-dent voice and agency due to a more rigorous focus on student responsibility with goal setting, monitoring learning goals, teamwork, co-operation, communication and leadership skills within each classroom. In the Student Attitude To School in the domain of Social Engagement, the targets were achieved.

The Student Voice and Agency percentile went from 73.8 to 77 in 2019 for students in 4-6 classes.

The 'not positive' responses in Student Voice and Agency improved from 13% to 6% in 2019 for year 4-6 classes.

The target for improving Student Engagement is to improve students' Self- Regulation and Goal Setting. Feedback from students this year and the student survey data indicated students found ICT engaging and useful for improving

their creative and critical thinking skills and the coaching in ICT for teachers will continue next year to build teachers' capacity to implement the digital technologies curriculum. The school showed improvement in 2019 with the overall percentile score for (Year 4-6 classes) of 50 compared to 34.8 in 2018. Male students scored only 30.8 compared to female students who scored 70.2. In 2020, there will be an emphasis on programs to support students to self-regulate and set goals. Eg Martial Arts Program is a program that will complement the Resilience Project as well as 'Play is the Way' activities.

Wellbeing

The student well-being goal in the Strategic Plan (2018- 2021) is to improve student resilience and social emotional learning. Two improvement strategies support this goal. The first leads to better classroom support for students with special learning needs, and the second leads to a whole school approach to mental health and well-being, and importantly, be focused on prevention and intervention.

Equity funding has provided the resources for every student to engage fully in the Resilience Project and this has been complemented by the Life Skills Program /Incursion. Classes attend a six week program focused on the school's values and YCDI foundations. The students are engaged in cooperative learning, yoga and mindfulness activities which helps them to formulate their personal SEL goals back in the classroom. The improvement in student perceptions around Self-Regulation and Goal Setting is indicative of the impact of these programs

Another factor is the lesson structure and implementation of learning intentions and success criteria in classrooms so students can monitor their learning growth in relation to how well they achieve their learning goals and make decisions about new goals based on what they know about themselves as a learner.

To help build teachers' capacity to work effectively within a professional learning community, a staff wellbeing program called the Staff Wellbeing Toolkit (Nesli) was facilitated by 2 teachers in 2019 and the program focused on improving learning outcomes for all students by building staff trust, resilience, collaboration and collective efficacy.

Communication structures and processes were better aligned to connect all staff, and an emphasis was placed on developing middle-level leadership skills. A positive outcome was the publication of the Staff Values at CPPS and there was an improvement in the mean scores on the Staff Opinion Survey in the Staff Climate module for teachers as follows: The Collective Efficacy mean improved from 71.44 in 2018 to 74.52 in 2019, Collective Responsibility improved from 71.11 to 79.14; Collective Focus on Student Learning improved from 72.58 to 81.89, Teacher Collaboration improved from 49.75 to 63.89 and Staff Trust improved from 53.75 to 71.64.

Financial performance and position

The school fully utilized the cash budget for 2019. There was a \$10,000 deficit carried over from the SRP from 2019 which was due to significant long term absences throughout the year.

The school received Equity cash funding of \$241,700.00 which facilitated the school to be able to provide all students to have access to iPads and laptops by the school purchasing or leasing these devices. Implementation of ICT programs that allow for significant task redesign and promote students' creative and critical thinking skills. Digital Technologies Leader will: Introduce a wide range of apps on the iPads and programs for students to learn and apply in new and interesting ways. Teachers will: Document the IT lesson content in the weekly work program and ensure Vic Curriculum is being covered in the Term and yearly overviews P-6. Students will: Engage in problem solving tasks using digital technologies and improve their creative and critical thinking skills in redesigning tasks and using technology in new and different ways.

Another significant new program was the implementation of the Read, Write, Inc synthetic phonics program P-2 staff which involved the P-2 teachers and the 12 integration aides. The professional learning was held off site and was a two day program for staff to learn about how synthetic phonics supports students' to learn to read and write. Also, the school offered leadership training for the middle leaders as part of the Strategic Plan Key Improvement Strategy of building professional leadership.

The implementation of the Nesli Staff Wellbeing and Engagement Tool Kit by nominated staff members and the implementation of the Resilience Project were effective professional learning activities to improve the mental health and wellbeing of staff, parents and students and according to survey data both programs improved the social emotional

wellbeing for all stakeholders.

As well the school subsidized excursions, uniforms, books and camps for some of our at risk students so they can fully participate in school life and access food, clothing and excursions.

The credit component of the Equity funding was approximately \$258,400.00 and this funding facilitated the employment of an Occupational Therapist, the implementation of a Maths intervention program called Extending Mathematical Understanding, staffing for a Mini Lit intervention Program, additional assistance for classroom literacy and language support and extra IT support for the staff and students at the school.

The school community raised \$10,326 in fund-raising activities which includes a 1st prize of \$5,000 from the Woolworths (Parkmore) Awards Program which was used to repair the playground ropes and equipment. Other improvements include mulching garden beds, maintaining sandpits, and restoring works on the Peppercorn tree in the junior playground which included root investigation and pruning.




Of these funds, the Junior school Council raised \$1,500 and they are investigating the cost of new play equipment.

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 489 students were enrolled at this school in 2019, 250 female and 239 male.

58 percent were EAL (English as an Additional Language) students and 1 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).



















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Performance Summary

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Above </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Below </p> <p>Below </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>Above </p> <p>Above </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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar 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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36%</td> <td>43%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>55%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>66%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>30%</td> <td>55%</td> <td>15%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>53%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	36%	43%	20%	Numeracy	20%	55%	25%	Writing	13%	66%	21%	Spelling	30%	55%	15%	Grammar and Punctuation	30%	53%	17%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
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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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>92 %</td> <td>91 %</td> <td>90 %</td> <td>91 %</td> <td>92 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	90 %	91 %	92 %	94 %	92 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	90 %	91 %	92 %	94 %	92 %										

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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,609,254	High Yield Investment Account	\$510,765
Government Provided DET Grants	\$728,612	Official Account	\$78,067
Government Grants Commonwealth	\$20,559	Total Funds Available	\$588,832
Government Grants State	\$4,400		
Revenue Other	\$16,859		
Locally Raised Funds	\$284,735		
Total Operating Revenue	\$5,664,420		
Equity¹			
Equity (Social Disadvantage)	\$521,945		
Equity Total	\$521,945		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,623,887	Operating Reserve	\$162,835
Books & Publications	\$3,000	Other Recurrent Expenditure	\$4,703
Communication Costs	\$11,405	Funds Received in Advance	\$65,945
Consumables	\$143,940	School Based Programs	\$231,850
Miscellaneous Expense ³	\$288,617	Asset/Equipment Replacement < 12 months	\$55,000
Professional Development	\$45,995	Maintenance - Buildings/Grounds < 12 months	\$130,000
Property and Equipment Services	\$237,184	Maintenance - Buildings/Grounds > 12 months	\$100,000
Salaries & Allowances ⁴	\$222,056	Total Financial Commitments	\$750,333
Trading & Fundraising	\$51,941		
Travel & Subsistence	\$2,728		
Utilities	\$43,732		
Total Operating Expenditure	\$5,674,484		
Net Operating Surplus/-Deficit	(\$10,064)		
Asset Acquisitions	\$82,451		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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)

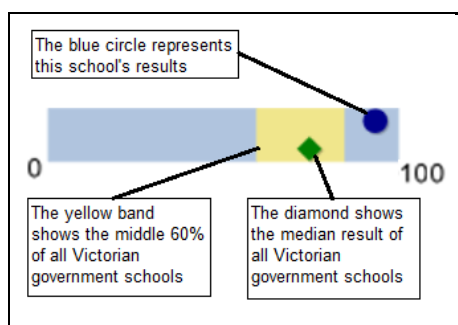
Engagement

- 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).

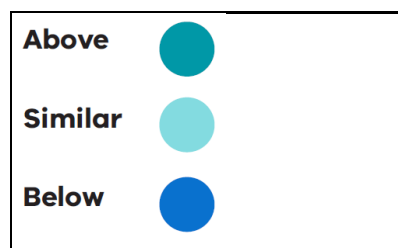


What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').