

2018 Annual Report to The School Community



School Name: Parktone Primary School (4843)



- 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 05 April 2019 at 03:07 PM by Genevieve Casonato
(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 06 April 2019 at 07:04 AM by David Shepard
(School Council President)

About Our School

School context

Parktone Primary School (Parktone PS) opened in 1961 and is situated in a quiet residential street in Parkdale in the City of Kingston. The school is on a 2.5 hectare site. Traditional classrooms have been redeveloped into learning centres incorporating Information Communication Technologies (ICT) and the addition of furniture and spaces to cater for a variety of learning needs. Our capital works project worth \$4 million comprises of a multipurpose hall built with performing arts room and stage, visual arts room, canteen, tiered external seating for the whole school, bathroom facilities and a competition size basketball/netball court. It has been in use since the beginning of 2019. The school is set in well maintained grounds and has a variety of outdoor play areas for students.

Enrolments are currently approximately 552, 260 female and 292 male students with 570 students expected in 2019. Our student population has 9% of students with English as an additional language and 0% students who identify as Aboriginal or Torres Strait Islanders. The school has steadily risen in enrolment numbers from 120 students seven years ago. The Student Family Occupation Education (SFOE) band value is high with SFOE index being 0.2523 in 2018. The staffing profile of Parktone PS in 2018 comprised of 47 equivalent full-time staff including; one Principal class, one acting Assistant Principal, one 0.5 Learning Specialist, 32.7 Teaching and 10.8 Educational Support (ES) Staff. The school provides an approved curriculum framework including specialist subjects in Visual and Performing Arts, Physical Education, and Japanese. Parktone Primary has a sister school, Saikyo Gakuen in Matsumoto Nagano Prefecture, Japan. In 2018 Parktone hosted 41 Japanese students and Saikyo Gakuen hosted 19 Parktone students on our inaugural Japan Tour held in September 2018. In 2018, the extra-curricular activities available to children included after school sports, guitar, piano, drums, vocal tuition, movie making and film production, Art Club, Japanese Club, Aerobics. Glee Club and a Grade 6 Putting on The Hits concert. The Working in Your Element electives program continued to provide an opportunity for students to choose programs based on their preferred learning styles and interests.

In a stimulating and challenging teaching and learning environment, individual students are supported and encouraged to develop their talents, leadership skills, build resilience and confidence, and have respect for themselves and others. Stephen Covey's '7 Habits of Highly Effective People' is a character development approach demonstrated by staff across all teaching and learning experiences. Sean Covey's '7 Habits of Happy Kids' is the strategy teachers are implementing to create highly effective children.

Vision

There is a prosperous path for every child. Each journey is theirs to lead. There is a place in which every child can shine.

Mission Statement

Identify the talent, develop the confidence and create the leader.

Core Values aligned to Stephen R. Covey's 7 Habits

- Be Proactive
 - Personal Responsibility
- Being with the End in Mind
 - Personal Vision/Goal Setting
- Put First Things First
 - Personal Management
- Think 'Win Win'
 - Mutual Benefit
- Seek First To Understand, Then To Be Understood
 - Empathic Communication
- Synergise
 - Creative Cooperation
- Sharpen the Saw
 - Daily Self Renewal

Motto

Always Moving Forward

Code of Conduct

In every situation, irrespective of circumstances, I will:

- Be kind and well-mannered;
- Do what I can to help;
- Always try to do my best;
- Stay positive and confident; and
- Be thankful for who and where I am.

Framework for Improving Student Outcomes (FISO)

- Increase student engagement in their learning.
- Increase student voice with the implementation of evidence based strategies.
- Develop community (teacher, student and parent) knowledge and understanding of the effect student voice can have in building school pride and empowering students.

Parktone students are able to articulate their understanding of the learning intentions and success criteria of a lesson or unit of work in a confident manner which gives students a sense of pride and empowerment in their learning. Teachers developed an understanding of the importance and impact of building student voice through professional development of the The Education State publication 'Amplify'. The focus for the future will be to increase the level of autonomy and power that a student experiences in the learning environment so they become self-regulating learners who co-design the learning with peers and teachers. Teachers regularly meet in teams to promote how student voice will be incorporated into the learning. The Beacon Team and student leaders prepare presentations about student voice to leadership, school council and parent community that is published on online (Compass) as well as through the weekly student led assembly.

- Improve spelling and reading outcomes for students
 - Develop a consistently implemented instructional model for spelling
 - Collaboratively review our current spelling strategies and develop a whole school approach to teaching spelling
- The Smart Words spelling program was discontinued in Semester 2 of 2018 as our data indicated that student achievement in Spelling was declining after reviewing the spelling program. The focus was placed on researching/investigating as well as observing best practice spelling instructional models. The aim of the instructional model is for students to develop confidence in phonological awareness and to become more engaged in the how they learn spelling. We are still working towards improving the NAPLAN results, with average NAPLAN spelling growth from Grade 3 to 5 decreasing in the low range to a maximum of 30% and increasing in the high range to a minimum of 27%. To achieve this, leadership has provided opportunities for staff to collaboratively review the current spelling program through initiating professional development of best practice-based instructional approaches to spelling. Our Literacy Learning Specialist and two teachers were intensely trained through the Bastow course Leading Literacy who observed and provided feedback to all staff on the implementation of Literacy at Parktone. A critical friend Misty Adoniou was sourced to work with staff in 2019 focusing on Writing and Spelling. This partnership will assist in developing the Parktone's approach to spelling.

- Improve student learning outcomes
- Build teacher capacity to evaluate impact on learning
- Evaluating impact on learning

In 2018, the focus was developing teacher capacity by providing in-classroom coaching for staff as well as developing a Term by Term PD schedule according to staff needs and data indications. The first semester focus was on Child Safety, Student Voice and Numeracy. Reading was the focus in the second half of the year where staff developed an understanding of the Readers Workshop model and trialled the approach in the classroom setting. The success has been the collaborative approach of staff in how we will consistently moderate student progress. Students are working collaboratively with teachers to investigate the effectiveness of different forms of questioning and feedback which is very much in the infancy stage and will be a focus in 2019.

- Networks with schools, services and agencies

In 2018 the Community of Practice model between Parktone and Le Page was not achieved to the anticipated expectation with a focus on lesson planning, professional learning and assessment and reporting. The reason was due to Le Pages' AIP Key Improvement Strategies not being aligned with ours and that their school population increased, therefore placing pressure on the logistics of accommodating the population of staff and students. However the networking with schools of the Kingston Network flourished with Literacy and Numeracy meetings being held regularly throughout the year and Parktone staff attending which ensured a consistency of practice was being developed across schools of the network.

Achievement

Achievement

Teacher Judgement of Student Achievement in 2018

The percentage of students in year levels Prep to 6 working at or above age expected standards in English is 94.9 %.

Reading and Viewing there was 57% above level compared to 60% in 2017. At level the % remained the same for both years at 38%.

Speaking and Listening there was 17% above level compared to 28% in 2017. At level 79% in 2018 compared to 69 % in 2017

Writing there was 28% above level compared to 35% in 2017. At level 2018 66% compared to 61% in 2017

The percentage of students in year levels Prep to 6 working at or above age expected standards in Mathematics is 96.2 %.

Measurement & Geometry there was 42% above level compared 54% in 2017. At level 54% in 2018 compared to 43% in 2017

Number & Algebra there was 40% above level compared to 49% in 2017. At level 55% compared to 47% in 2017

Statistics and Probability there was 49% above level compared to 59% in 2017. At level 49% compared to 38% in 2017

NAPLAN

Reading

Grade 3 76% above level compared to 84% in 2017. At level 21% compared to 12% in 2017

Grade 5 53% above level compared to 42% in 2017. At level 45% compared to 53% in 2017

Writing

Grade 3 80% above level compared to 82% in 2017. At level 13% compared to 17% in 2017. There were 8% of students below level in 2017 which has been flagged for closer monitoring

Grade 5 30% above level compared to 50% in 2017. At level 66% compared to 48% in 2017.

Numeracy

Grade 3 59% above level compared to 55% in 2017. At level 40% compared to 22% in 2017

Grade 5 51% above level compared to 45% in 2017. At level 48% compared to 50% in 2017

The success is seen in the curriculum area of Numeracy, with relative growth from Grade 3 to 5 well above the results of primary schools with similar characteristics, indicating the teaching and learning of Numeracy is catering for all learning needs. Writing indicates the teaching and learning is achieving the desired outcomes but we must be watchful and reflective of our current practices to ensure we not only maintain but improve on this. Working with Misty Adoniou in 2019 will assist us in working towards this outcome.

The above successes were not achieved in the area of Reading. Relative to similar schools group, we are performing 3% below schools with similar characteristics. It is anticipated training Literacy Leaders will improve the teaching and learning of reading across the school. We will reflect on current practices and devise a Readers

Workshop Model which individualises the learning of each child

Engagement

Parktone is above the results for primary schools with similar characteristics. In 2018, 38% of students had less than 10 days of absences with 40% of the school population having 10-19.5 days of absences. The concern is that there was 22% of students who had more than 20 + days of absences compared to 14% in 2017. The common reasons for non-attendance included illness and extended family holidays. To maintain or improve on the current attendance rate we need to regularly communicate to the school community that it's not ok to be away. At report time, parents are informed what the number of days absences their child has taken equates to learning lost in months/years. In 2019, the school will introduce an Attendance Award, where the class with the greatest attendance for each week will receive an incentive - extra break time.

Wellbeing

Engagement

Connectedness to school, school pride and engagement are achievable when students have a voice in the learning. This will be a focus in 2019 with students developing agency in their learning that is conducted in flexible learning environments. Student agency refers to the level of autonomy and power that a student experiences in the learning environment. Agency gives students the power to direct and take responsibility for their learning, creating independent and self-regulating learners.

The 2018 Student Attitudes to School Survey reflected that whilst students felt safe at school, they were not connected to the school as well as they could be. The data indicated that they felt they did not have agency in their learning and their voice was limited. The data below compares the percentile results for 2017 and 2018. Interviews with students through our School Review process however demonstrated a more positive view of these areas.

Sense of Connectedness was 40.1 percentile in 2018 compared to 48.5 percentile in 2017

Sense of Inclusion was 45.5. percentile in 2018 compared to 48.7 percentile in 2017

Student Voice and Agency was 29.1 percentile in 2018 compared to 38.9 percentile in 2017

Advocate at School was 50.2 percentile in 2018 compared to 45.7 percentile in 2017

Managing Bullying was 42.4 percentile in 2018 compared to 47.5 percentile in 2017

Respect for Diversity was 42.4 percentile in 2018 compared to 47.5 percentile in 2017

Not Experiencing Bullying was 43.5. percentile in 2018 compared to 44.0 percentile in 2017

The Resilience Project was introduced in 2017, though was not embedded or followed through effectively in 2018. In the learning there was not an advocate in each year level to ensure the school wellbeing programs were integrated within the curriculum in a meaningful and ongoing manner. Also there was no evaluation of the programs to ensure appropriate adjustments and development occurred.

The Leader in Me approach had lost momentum over the past two years, with new staff and a change of focus to academic achievement at the expense of other areas of focus. To revitalize The Leader In Me school culture, all staff commenced the 2019 year with a refresher course of the 7 Habits as well as an introduction to the philosophy to a large number of new staff who have joined over the last 4 years. This will ensure we are all on the same page and will assist students to feel connected to the schools vision and core values.

The management of bullying was been a rising concern in 2018, indicating that there needs to be a consistent approach adopted by the school in how we address bullying incidences. The recording on the Compass portal has ensured all incidences are documented but we lack a systematic approach in how we support these students. This will be addressed in 2019 by commencing a 3 year partnership with critical friend Adan Voigts, who will ensure there is a consistent practice across the school through skilling teachers in restorative chats and circle time. This will give students a voice and promote student engagement and connectedness to school.

Financial performance and position




Parktone Primary School completed 2018 in a financially sound position with a surplus being carried forward into 2019. This surplus was due to sound financial management systems, strategic planning and fundraising initiatives. Over the course of the year the school's finances were monitored by the School Council. Fundraising continues to be an invaluable source of income every year enabling the school to enhance the school facilities including the installation of a new senior playground. The funds carried forward will enable us to allocate a significant increase in our Professional Learning budget and direct money into resource development and improving school facilities.

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 552 students were enrolled at this school in 2018, 260 female and 292 male.

9 percent were EAL (English as an Additional Language) students and ND 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> 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> 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>	<div><p>Reading</p><table><tr><td>27 %</td><td>49 %</td><td>24 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Numeracy</p><table><tr><td>16 %</td><td>44 %</td><td>40 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Writing</p><table><tr><td>19 %</td><td>51 %</td><td>30 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Spelling</p><table><tr><td>27 %</td><td>58 %</td><td>15 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div> <div><p>Grammar and Punctuation</p><table><tr><td>29 %</td><td>57 %</td><td>14 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table></div>	27 %	49 %	24 %	Low	Medium	High	16 %	44 %	40 %	Low	Medium	High	19 %	51 %	30 %	Low	Medium	High	27 %	58 %	15 %	Low	Medium	High	29 %	57 %	14 %	Low	Medium	High	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
27 %	49 %	24 %																														
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: 

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</p> <p>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>	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table><tr><td>Prep</td><td>Yr1</td><td>Yr2</td><td>Yr3</td><td>Yr4</td><td>Yr5</td><td>Yr6</td></tr><tr><td>93 %</td><td>94 %</td><td>92 %</td><td>91 %</td><td>92 %</td><td>92 %</td><td>92 %</td></tr></table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	94 %	92 %	91 %	92 %	92 %	92 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	94 %	92 %	91 %	92 %	92 %	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: 

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

Revenue	Actual
Student Resource Package	\$4,062,746
Government Provided DET Grants	\$543,481
Government Grants Commonwealth	\$36,667
Government Grants State	\$788
Revenue Other	\$10,208
Locally Raised Funds	\$476,471
Capital Grants	\$21,421
Total Operating Revenue	\$5,151,782

Equity ¹	
Equity (Social Disadvantage)	\$14,608
Equity Total	\$14,608

Expenditure	
Student Resource Package ²	\$3,983,642
Books & Publications	\$1,382
Communication Costs	\$4,155
Consumables	\$135,821
Miscellaneous Expense ³	\$499,416
Professional Development	\$13,800
Property and Equipment Services	\$144,647
Salaries & Allowances ⁴	\$7,020
Trading & Fundraising	\$42,586
Travel & Subsistence	\$688
Utilities	\$31,623
Total Operating Expenditure	\$4,864,779
Net Operating Surplus/-Deficit	\$287,003
Asset Acquisitions	\$17,476

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$235,239
Official Account	\$14,147
Other Accounts	\$4,502
Total Funds Available	\$253,888

Financial Commitments	
Operating Reserve	\$140,603
Other Recurrent Expenditure	\$244
Funds Received in Advance	\$10,305
School Based Programs	\$45,040
Funds for Committees/Shared Arrangements	\$20,000
Asset/Equipment Replacement < 12 months	\$31,520
Maintenance - Buildings/Grounds < 12 months	\$6,177
Total Financial Commitments	\$253,888

- (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)

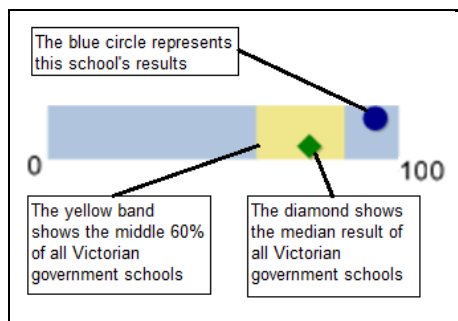
Engagement

- 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).

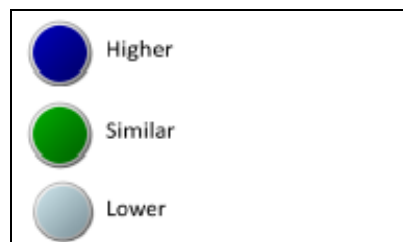


What does *School Comparison* refer to?

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').