

2019 Annual Report to The School Community



School Name: Toongabbie Primary School (0856)



- 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 17 April 2020 at 04:12 PM by Alison Stewart (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 09 May 2020 at 09:45 AM by Penelope Coles (School Council President)

About Our School

School context

At Toongabbie Primary School, it is our strong belief that all children, with the appropriate support, are capable of educational and personal development and growth.

We recognise that our students are key stakeholders in our school and as such contribute significantly to setting their short and long term educational goals. To assist them in achieving their goals, individual programs are developed for our students that respond to their current learning needs. Our students are nurtured to develop traits of self-discipline, independence and cooperation. Emphasis is placed on the development of each child as an individual. We strive to achieve excellence and are committed to providing positive educational experiences for our students.

Our workforce consists of a principal, 4.4 teachers and 4 Education Support staff, with volunteers assisting in a variety of capacities.

At Toongabbie Primary School we subscribe to a School Wide Positive Behaviours Support (SWPBS) framework which promotes an inclusive, safe and friendly learning environment, where all members of the school community are treated with care and respect. Our key values, or key 'bees' are to be a good friend, be respectful, be a good team player and be a good learner. Term action plans ensure that there is explicit teaching of each value and that the school wide community is fully aware of the program's expectations and achievements.

The school actively promotes itself in the wider school community and has developed strong working partnerships with local community organisations. During 2019, the school participated in the Australia Day Service, Anzac Day March and Service, Toongabbie Township Group Planning Forum, Toongabbie Community Auction and the Toongabbie Community Christmas Concert.

The school is very pleased with annual survey results which indicated a high level of satisfaction from parents and staff. Percent endorsement in both surveys was well above the median of all Victorian schools. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey. The level of parent satisfaction was 98.2% compared to an 85.8% state level. Staff percent endorsement in relation to School Climate in the annual school staff survey was 91.6%, significantly higher than the state level of 79.5%.

Framework for Improving Student Outcomes (FISO)

Guiding the school's 2019 Annual Improvement Plan were the following three Framework for Improving School Outcomes (FISO) improvement goals:

1. Using the FISO CoP to build teacher capacity to collaboratively work with data and evaluation of evidence to inform teaching practice.
2. Develop a whole school agreed approach to Reading.
3. Use the PLC initiative to build on and develop further professional learning team practices to build teacher capacity to effectively utilise school wide data sets to inform teaching and learning programs with a focus on numeracy.

Teaching staff again participated in the FISO Community of Practice network which developed teacher capacity around numeracy through observations and shared approaches to curriculum planning, assessment and differentiation. Staff joined colleagues from neighbouring schools, Glengarry, Tyers, Traralgon South and Gormandale for a collaborative approach to the teaching and assessment of numeracy. Although this FISO CoP initiative will cease in 2020, staff will continue to build teaching capacity in numeracy through participation in the Professional Learning Community (PLC) project with Tyers and Gormandale Primary Schools.

The development of Reading was given a high curriculum focus in the school's Annual Improvement Plan. Staff reviewed 2018 Reading data (OnDemand, NAPLAN and Victorian Curriculum teacher judgments) to identify key improvement focuses for 2019. Existing Reading curriculum documents (Literacy Policy, Scope & Sequence, Term Reading Planners, Class Reading Planners) were reviewed and updated. A professional learning team (PLT) schedule prioritised Reading as a key focus in staff curriculum meetings. Reading was also a focus as a part of our participation in the PLC project. At a whole school level, staff identified areas of learning need and collaborated to implement, monitor and evaluate improvement strategies. The Swivl observation tool was used to record teaching and learning activities in Reading. These sessions were viewed by staff who would provide feedback on the effectiveness of strategies. Students were also surveyed (Pivot survey) to provide feedback about approaches to reading and their self-assessment of progress. A high level of positivity was recorded in answers to the following questions: my teacher helps me to understand different types of texts including fiction, nonfiction, magazines and online resources; my teacher listens to me read and gives me suggestions to improve; my teacher makes reading enjoyable in our class.

As a part of our PLC project, three staff members were involved in an eight module professional learning community training program. This regional training involved teams from six local schools. Staff were able to use this training to build on and develop further professional learning team practices at a school level. The learning community involved Tyers and Gormandale Primary Schools, with the three schools working together to achieve common staff and student learning goals. A shared project during Term 2 saw the three schools combine planning, resources and ideas to develop the skill of subtraction. The 2019 Staff Opinion Survey in the School Climate module recorded very high levels of positivity in the areas of Collective Efficacy, Collective Responsibility and Collective Focus on Student learning. These high levels reflected the value staff placed on working collaboratively to build teacher capacity and improve student learning goals.

Achievement

The relatively small number of participants makes it difficult to make generalisations on the overall level of achievement and progress in the NAPLAN test areas. Where comparisons were made with 'similar' schools, Toongabbie's 2019 Year 3 results in Reading and Numeracy were compared as below similar schools. Over a four year period, Year 3 Numeracy results were above the median of all Victorian Government Schools, while Reading results, although in the middle 60% range of Victorian Government Schools, were below the median of all Victorian Government Schools. Encouragingly, 2019 Year 5 results in Reading and Numeracy were significantly above similar schools. Over a four year period, Year 5 Reading and Numeracy results were slightly below the median of all Victorian Government Schools.

NAPLAN Learning Gain measures students' growth from Year 3 to Year 5 in relation to students who achieved at a similar level in NAPLAN assessment two years prior. Growth is rated low, medium or high. To the credit of our students and staff, high learning growth was achieved by 100% of our students in Grammar and Punctuation, with 75% achieved medium growth in Spelling, 50% high/medium growth recorded in Writing, and 50% in Reading and 100% medium growth recorded in Numeracy.

Teacher judgement of students from Prep to Year 6 refers to the end year assessment in relation to progress against the Victorian Curriculum. These judgements are included in students' end of Semester reports. Our teacher judgement of student achievement at Semester 2 in the English dimensions (Reading and Viewing, Speaking and Listening and Writing) were categorised at a higher level in comparison with similar schools. Our Mathematics dimensions (Number and Algebra, Measurement and Geometry and Statistics and Probability) were categorised slightly below similar schools. In English, teachers assessed 92% of our students at or above expected level in Reading and Viewing, 97% at or above expected level in Speaking and Listening and 83% at or above expected level in Writing. In Mathematics, teachers assessed 77% of our students at or above expected level in Number and Algebra, 87% at or above expected level in Measurement and Geometry and 90% at or above expected level in Statistics and Probability.

It is envisaged that targeted teaching strategies in line with 2020 school improvement goals will be implemented for continued learning progress. Professional learning opportunities in 2020, which include participation in the statewide Professional Learning Communities Project, will support staff to develop further professional learning team practices to

build teacher capacity to effectively utilise school wide data sets to inform teaching and learning.

Goal setting, individual learning plans, shared curriculum planning and thorough assessment has ensured that the learning needs of all of our students are being catered for. Our students with special needs, supported by the Program with Students with Disabilities program, work under an Individual Learning Plan. This plan is monitored by Student Support Groups comprising teaching and education support staff, principal, parents and regional support staff.

Every effort is made to celebrate the achievements of our students. Acknowledgement of achievement is provided in classrooms, at SWPBS assemblies, goal setting meetings, school reporting, through verbal and email communication to families, on our school Facebook page and in school newsletters.

Engagement

As a component of our School Wide Positive Behaviours Support Program (SWPBS), students are engaged in relevant decision making processes within the school. Student voice and agency is considered a very important part of this process. Students are assigned leadership roles, leading school and SWPBS assemblies and have the opportunity to provide feedback on all components of teaching and learning. SWPBS assists students to focus on their responsibility for their own learning and helps them to be reflective about their learning and behaviour.

The school continues to use our in-house production, Toon TV, as a key engagement tool. Toon TV was developed in 2016 as a video self and peer modelling program. Students are recorded performing appropriate behaviours in and out of the classroom. Regular video screenings reinforce the positive behaviours being addressed and our school incident data has shown a significant reduction in incidents reported. Toon TV also was used to record major school events and special acknowledgements. Students play a very active role in the production process.

In addition to numeracy and literacy programs, students were actively engaged in specialist classes in Visual Arts, Music, Physical Education, Information Technology and German. Each of the specialist classes engaged students in extracurricular activities such as cluster sporting events, cluster camps, German cultural celebrations and performing arts community events.

Our school attendance data during 2019 compared Toongabbie below similar schools and our four year average was slightly above the state median. Our average absence total per student for 2019 was 22 days compared to a state average of 16. The increase in average days can be attributed to high level of absenteeism with a small number of specific cases due to family reasons and chronic illness. As part of a Latrobe Network Cluster of School's focus on improving school attendance, Toongabbie will continue to implement a range of engagement strategies. With the help of the Department's Student Support and Engagement Staff and relevant external agencies, we are confident of addressing attendance concerns.

To gauge the level of satisfaction and engagement from all class levels, the Pivot Student Survey was administered to all classes in March and November. This survey is administered as part of a cluster project involving five similar size local schools. In November, a high level of student positivity was recorded in the six principle areas surveyed: high expectations for every student; a supportive and productive learning environment; student voice, agency and leadership; curriculum planning and implementation; deep learning; rigorous assessment feedback and feedback. A cluster comparison in the March survey indicated that Toongabbie rated the highest of all participating schools in each of the survey areas. A cluster comparison was not included in the November survey.

Wellbeing

Staff acknowledges the importance of student wellbeing to successful learning. Wellbeing meetings were timetabled fortnightly for all teaching and Education Support (ES) staff. These meeting focused on students at need, strategies to address these needs and staff professional development on wellbeing topics. An initiative that came from these sessions were check in/check out meetings which involved targeted students meeting with a designated ES staff

member to talk positively about the start and end of the day.

The Department's Attitude to Schools Survey, completed by Year 4-6 students in May, provided student feedback on many areas including the level of school connectedness. As a percentage endorsement, our students ranked below similar schools in 2019, however, the three year average level was similar to the state median. A staff analysis of the survey data revealed a very low score from a particular grade/gender cohort on the topic of school connectedness. Strategies were put in place to improve the level of connectedness with this cohort with positive results recorded in our end of year Pivot Student Satisfaction survey. In the Attitude to Schools Survey domain, Management of Bullying, our level of positivity (81.2%) was similar to the median of all Victorian Government Schools (81.6%).

Due to the generous support of the Wellington Latrobe Lions Club, our students were able to attend Breakfast Club on two mornings a week. A healthy breakfast was served by Lions Club and school community volunteers in a warm and comfortable environment which provided a great start to the day.

At Toongabbie Primary School we work closely with the Department of Education's Student Support Services and relevant agencies including Anglicare, Berry Street and DHHS to actively identify ways in which to work with students who require additional support.

Our acknowledgement and reward system is designed to give appropriate and targeted praise to students. This creates an atmosphere of celebration and gratitude within the school without the expectation that there will be material gain associated with positive behaviour. Through targeted and specific praise around positive behaviours, students are aware of why they are appreciated and how to continue working and relating to others in a positive manner. The impact on our students' wellbeing and learning outcomes was clearly evident.

Financial performance and position

The school finished the year with a net operating surplus of \$3093. School Council is to be commended on its diligence in overseeing the school's financial performance and position.

The learning needs of our students were well supported by Department of Education funding which included the Student Resource Package (\$709,857), Government Provided DET grants (\$134,446) and Equity Funding (\$63,705). Equity funding enabled us to employ additional staff and purchase resources to help address the needs of our students at risk.

Locally raised funds amounted to \$56,841 during 2019, an increase of \$16,343 from 2018. Locally raised funds are inclusive of parent contributions for essential education items, monies collected for camps and excursions, along with monies from fundraising events. Fund raising events included fortnightly tuck shops, Mother and Father's Day stalls, election cake stall and barbecue, hot cross bun drive, Krispy Kreme donut drive and Christmas Stall. The Parents and Friends Association, in conjunction with the wider school community, is to be commended on its efforts in raising much needed funds to support the children's learning programs. Funds raised from these initiatives were used to support our ICT program with the purchase of computer hardware. Funds also were used to subsidise excursions and incursions and contribute towards the Year 6 Graduation tops.

The school has benefited from very generous financial support from the Wellington Latrobe Lions Club and the St Vincent de Paul Society, Traralgon. Funding from these organisations has provided graduation scholarships, contributed towards swimming program transport costs and supported families in financial need.

For more detailed information regarding our school please visit our website at
<https://www.toongabbieps.vic.gov.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 60 students were enrolled at this school in 2019, 28 female and 32 male.

0 percent of students had English as an additional language and np percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	98.2	85.8	79.2	92.0

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	91.6	79.5	68.5	87.9

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

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	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	90.4	89.7	81.7	95.0	Above
Mathematics	84.4	90.3	81.8	95.8	Below

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	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	42.9	76.5	60.0	90.0	Below
Year 3	Numeracy (latest year)	42.9	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	100.0	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	75.0	59.3	41.2	76.4	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	60.7	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	67.9	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	59.4	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	46.9	56.3	40.7	71.7	-

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.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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.

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

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	50.0	25.0	25.0
Numeracy	0.0	100	0.0
Writing	50.0	25.0	25.0
Spelling	25.0	75.0	0.0
Grammar and Punctuation	0.0	0.0	100

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

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

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	22.8	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	18.1	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	89	89	92	92	89	87	85

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.

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	69.6	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	78.2	81.4	73.9	88.1	-

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	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	81.2	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	86.3	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$709,857
Government Provided DET Grants	\$134,446
Government Grants Commonwealth	\$2,200
Government Grants State	\$0
Revenue Other	\$3,930
Locally Raised Funds	\$56,841
Capital Grants	\$0
Total Operating Revenue	\$907,274

Equity ¹	Actual
Equity (Social Disadvantage)	\$63,705
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$63,705

Expenditure	Actual
Student Resource Package ²	\$739,833
Adjustments	\$0
Books & Publications	\$5,421
Communication Costs	\$1,388
Consumables	\$19,682
Miscellaneous Expense ³	\$45,195
Professional Development	\$2,856
Property and Equipment Services	\$39,547
Salaries & Allowances ⁴	\$32,292
Trading & Fundraising	\$9,931
Travel & Subsistence	\$0
Utilities	\$8,036
Total Operating Expenditure	\$904,181
Net Operating Surplus/-Deficit	\$3,093
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$141,029
Official Account	\$6,349
Other Accounts	\$0
Total Funds Available	\$147,378

Financial Commitments	Actual
Operating Reserve	\$25,299
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$16,100
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$8,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$18,200
Capital - Buildings/Grounds < 12 months	\$5,000
Maintenance - Buildings/Grounds < 12 months	\$29,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$101,599

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 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, including:
 - 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) factors:
 - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 'NP' 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, Community Schools and schools that changed school type recently, 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 his or her first eleven 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').