

2018 Annual Report to The School Community



School Name: Northcote Primary School (1401)



- 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 Regulation 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 25 March 2019 at 02:13 PM by Kerrie Williams
(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 Regulation 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 26 March 2019 at 04:11 PM by Ian Taylor (School
Council President)

About Our School

School context

Northcote Primary School is located in the inner northern suburb of Northcote and was first established in 1874. It retains the original Victorian and later Edwardian heritage brick buildings. Refurbishments to original traditional classrooms a few years ago, created flexible learning spaces in most areas. This provided the environment to transform the teaching and learning practices in our school, to be far more suitable for today's teaching and learning needs. The school was recently the recipient of Capital Works grant, to improve and enhance our school buildings and has worked with architects over the last year to produce a master plan for the future and implement building improvements on the main campus during 2019.

Northcote Primary School is known for its strong sense of community connectedness and Northcote Primary School has this in spades. Over our 140 year history the school has evolved into a place where community matters and where our students continue to achieve academically. We are proud of our consistent teaching and learning and the high standards we set for our staff and students. We are a welcoming school community. Strong relationships are the hallmark of our school – among students, parents, and staff and within the Northcote community.

The school purpose is: We are here to help children to become literate, numerate and prepare them for life. Our community of students, staff, families and friends provide a supportive learning environment, engaging our children in lifelong learning.

The core values of the school are: creativity, respect and community. The value of creativity is defined by the school community as: Stimulating curiosity and exploration as well as providing opportunities for choice, discovery and creative self-expression. Respect means accepting and valuing ourselves and others and demonstrating this in our behaviour; and Community at Northcote Primary School means welcoming students, staff, families and friends by promoting a sense of belonging and sharing in our school. These values underpin a school environment and atmosphere where safety, caring attitudes, quality respectful relationships, consultative decision-making, and high educational standards are encouraged.

There were 382 students enrolled in the 2018 school year with 196 female and 186 male and the school is steadily increasing enrolments over the years. 7 per cent of students had English as an additional language. The overall socio-economic profile is based on the school's Student Family and Occupation and Education index (SFOE) which takes into account parents' occupation and education. The school's socio-economic band value is: High.

We have an enthusiastic and professional staff team and the school has a strong focus on teacher/staff development. The pedagogical focus is to provide an inclusive teaching and learning program, with consistent, collaborative teaching (teacher teaming) to best meet the needs of all students and capitalise on the collective strengths of the teams of teachers. The approach to learning for Humanities, Science, Technology and the Arts, is through guided inquiry with promotion of the capabilities of critical and creative thinking, personal and social, ethical and intercultural understandings. Literacy and Numeracy are taught in needs based flexible groupings at the point of each child's learning needs.

In 2018, staff consisted of Principal, Assistant Principal, 20 equivalent full time teachers, 4.4 equivalent full time Education support staff.

Students are provided with a wide range of personal, academic and practical experiences. Northcote Primary School is committed to ensuring that improved student learning is the highest priority. This is achieved by providing a comprehensive learning program based on the Victorian Curriculum with specialist programs in the Arts, Physical Education, Italian Language and additional Literacy support targeted at years 1 and 2.

By focusing on the aptitude and interests of each individual student, the school provides a learning environment which ensures students have every opportunity to reach their potential. Extra-curricular programs in place to support this are: Tri-Skills gymnastics; Camping program from years 1 – 6; Chess Club; Foundation to year 4 after

school sports program; Interschool sports including athletics, summer and winter team sports; Bi-annual Performing Arts whole school productions; Philosothon; Buddy program pairing Foundation children with a year 6 Buddy; Year 6 Leadership program; comprehensive excursion programs; and Term Cultural Performances. The school also provides a before and after care and vacation care programs.

The organisation of classes in 2018 were as follows: Foundation stand alone; Year 1/2 composite; Year 3/4 composite; Year 5/6 composite. Three Mod 5 double relocatable classrooms are located on land adjacent to the school, accommodating our year 3/4s in 2018 and this has helped support our expanding school population.

We are a community mainly from the local Northcote and surrounding areas who value working together in partnership to achieve the best outcomes for all students. We strive to build and maintain a community of learners – students, parents and staff – learning, working and sharing together. We recognize the importance of equipping students with skills and abilities to achieve socially, academically and emotionally in today’s changing world. Students who feel safe, challenged and supported by a positive school environment are able to aspire to be the best they can.

Framework for Improving Student Outcomes (FISO)

The school focused on the following FISO improvement initiatives for each student outcome area:

Student Achievement

The priority focus for student achievement was English – Writing. 'Building Practice Excellence' was chosen as the FISO improvement initiative with the key improvement strategy to build teacher capacity to teach writing effectively using a whole school approach. This was selected as a focus after analysis of 2017 data in writing showed student achievement was consistent however not as high compared to other student achievement data sets. The school had introduced many new teaching and learning strategies in the latter part of 2017, including the program Seven Steps to Writing Success and had just developed a whole school Scope and Sequence. Time was required to embed the approaches across the school.

Student Engagement and Wellbeing

The priority focus for student engagement and Wellbeing was in Positive Climate for Learning – Intellectual engagement and self-awareness. This has a focus on the school developing a culture of high expectations. The key improvement strategy selected was to build teacher capacity to provide challenging stimulating learning environments that promote deep learning and thinking. In the 2017 Student Attitude to School Survey results showed in overall primary positive results, 70% in Student Voice and Agency and 73% in Teacher concern, whereas all other area results of the survey were in the range of mid 80% to high 90%.

Achievement

NAPLAN year 3 and 5

The 2018 NAPLAN Writing results for Year 3 showed that the school had similar numbers of children in the top 2 bands compared to the State and Network schools however, there was a decrease in the number of children in the top 2 bands compared to similar schools at 50% for NPS and 62% for similar schools. The year 5 NAPLAN Writing results showed that the school had more children in the top 2 bands (28%) compared to similar schools (22%), Network schools (17%) and across the State (14%).

In other areas of NAPLAN Literacy, Reading results in year 3 in the top 3 bands (reported on a scale from Bands 1 to 6), our school mean was above State mean at 82% compared to the State at 76% and by school comparison, NPS rated on the 'similar' scale. Our results aggregated over the last 4 years in year 5 NAPLAN, reading was rated 'Higher' compared to similar schools.

Reading results in year 5 in the top 3 bands (year 5 assessments are reported on a scale from Band 3 to 8), our school mean was above the State mean at 67% compared to State at 64%, and by school comparison, NPS rated

on the 'similar' scale.

NAPLAN Learning Gain

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 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'.

In Writing, 31% of our students achieved High growth, 53% achieved Medium and 16% at Low growth. These are excellent results for Learning Gain.

In Reading, 34% of our students achieved High growth, 42% achieved Medium and 24% at Low growth.

Noted is the lower percentage of students achieving high growth in Numeracy as compared to previous years and we will monitor this in 2019.

Teacher Judgement of student achievement

This denotes the percentage of students in year levels Prep to year 6 working at or above age expected standards in English.

Our school scored 97% compared to the State median of 90% and were rated at 'similar' in school comparison.

Professional learning for teachers has been focused on student outcomes. Professional learning teams have worked collaboratively to review and develop teacher practice. The NPS Writing Scope and Sequence was implemented across the school in 2018. This has had a positive impact on teacher confidence in the differentiated planning and delivery of the writing curriculum. A framework for teacher practice was developed (Seven Steps) and supports teacher's targeted analysis of student data in writing. Teacher's confidence in developing writing rubrics has increased whilst simultaneously using the rubrics for moderation and assessment purposes across the school.

In 2019, we will continue to build teacher capacity in teaching writing. We will engage appropriate Professional learning after a staff audit on areas which may need more focus (Seven Steps refresher). Teams will monitor more closely, the impact of their teaching strategies on student learning and adapt teaching to advance student progress. The school will review its systems and protocols for collaboration, classroom observation and the modelling of effective practice and feedback.

Engagement

The average number of days absent was 13.3 compared to the State Median of 15.1. Common reasons for non-attendance include illness and extended family holidays. This put our school's results at a similar rating by school comparison.

In the 2018 Attitude to School Survey in the area of 'High Expectations for Success', the percentage of positive responses (strongly agree/agree) to the questions within that factor was rated by the students at 92%. Teachers have supported students to understand and share the high expectations set for them. Students feel that teachers consistently and appropriately challenge them. Students learning growth is regularly measured and informs goal setting for individual students.

In the FISO area of Positive Climate for Learning – Empowering students and building school pride, the school sees student voice as important in building student motivation and engagement and is developing policies and practices in this area. Teachers are beginning to understand what student agency looks like and what the role of the teacher is when developing this with the students. In 2018, there were varied approaches across the school in engaging with, listening and responding to the way students provide perspectives and feedback.

Student Engagement will continue to be a priority for the 2019 Annual Implementation Plan. In 2019, further professional learning around student voice and agency/student empowerment will be implemented. It is expected

that the development and implementation of the Primary Maths and Science Specialist initiative will have a positive impact on student engagement.

Wellbeing

In the FISO area of Positive Climate for Learning – Health and wellbeing, the school ensures that its curriculum plan includes social and emotional health units which are taught explicitly. The school program allows for opportunities for all students to participate in physical activity. Practices to improve engagement and the behavioural climate in classrooms and the school are developed and implemented. High expectations around student behaviour and learning are aligned to the school's values.

Regular opportunities for sharing and celebrating student and school achievements are planned to build pride and connectedness through school assemblies, classroom presentations and newsletters. Students demonstrate a sense of enjoyment in learning. Students feel well connected to their peers and to the school.

The 2018 Attitude to School Survey (AToSS) in the area of 'Sense of Connectedness', students gave a percentage positive response of 80% (strongly agree/agree) compared to the State median of 81%. The percentage endorsement on a 2 year average was at 81% and the State median was at 81%. In the AtoSS results in the area of students perception of the school management of bullying, students gave a percentage positive response of 78% compared to the State median at 81%. The percentage endorsement on a 2 year average was at 80% and the State median was at 81%.

All above results in Wellbeing, indicates that our school is rated 'similar' to other similar schools.

Financial performance and position

The School Council works closely with the Principal to carefully manage all resources of the school. The annual financial result was a comparatively small surplus. All funds received from the Department, or raised by the school community, 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.

In 2017, School Council retained Parent Raised Funds to ensure we were able to contribute to any urgent building requirements/repairs. This included funding held for playground refurbishments, carried forward from 2016 Fete. In 2018, our school community raised \$81,913 for our school. This money came from our fundraisers, the building fund and our library fund. School Council identified needs through our Environment, Education, Community and Communications Committees. These needs were then prioritised and funding was committed to each activity. Each committee then oversaw expenditure of funds. In total, we committed \$113,397.26 to improving our school.

Of the funds allocated to Education, money was spent on Classroom teaching Grants, STEM Hub project, Smartboards and Year 6 Graduation. In Environment, funds were allocated to purchase of Air conditioners for classrooms, Widening of gate entrances to the school, garden contributions and enhanced storage facility. School Council also funded over \$13,000 for the development of the 2019 – 2020 Landscape Master Plan to make sure our outdoor areas are the best they can be for our children and staff. In Community, funds were spent on Fete ride deposits and new fete marquees.

In 2019, School Council has identified our priorities as follows:

Undercover basketball court using sail cloths or equivalent and Landscape Garden Development based on the 2019 – 2020 Master Plan.




For more detailed information regarding our school please visit our website at
<https://www.northcoteps.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile

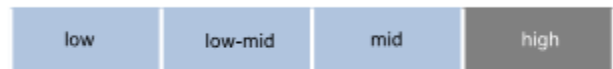
Enrolment Profile

A total of 382 students were enrolled at this school in 2018, 196 female and 186 male.

7 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> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Higher</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>	<p>Reading</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>24%</td></tr> <tr><td>Medium</td><td>42%</td></tr> <tr><td>High</td><td>34%</td></tr> </table> <p>Numeracy</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>27%</td></tr> <tr><td>Medium</td><td>57%</td></tr> <tr><td>High</td><td>16%</td></tr> </table> <p>Writing</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>17%</td></tr> <tr><td>Medium</td><td>53%</td></tr> <tr><td>High</td><td>31%</td></tr> </table> <p>Spelling</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>19%</td></tr> <tr><td>Medium</td><td>54%</td></tr> <tr><td>High</td><td>27%</td></tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>14%</td></tr> <tr><td>Medium</td><td>54%</td></tr> <tr><td>High</td><td>32%</td></tr> </table>	Category	Percentage	Low	24%	Medium	42%	High	34%	Category	Percentage	Low	27%	Medium	57%	High	16%	Category	Percentage	Low	17%	Medium	53%	High	31%	Category	Percentage	Low	19%	Medium	54%	High	27%	Category	Percentage	Low	14%	Medium	54%	High	32%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
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Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	95 %	94 %	93 %	93 %	93 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	95 %	94 %	93 %	93 %	93 %	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

Financial Position as at 31 December, 2018

Revenue	Actual
Student Resource Package	\$2,694,987
Government Provided DET Grants	\$665,375
Government Grants Commonwealth	\$10,379
Revenue Other	\$10,337
Locally Raised Funds	\$509,632
Total Operating Revenue	\$3,890,709

Funds Available	Actual
High Yield Investment Account	\$452,500
Official Account	\$63,064
Other Accounts	\$13,011
Total Funds Available	\$528,575

Equity ¹	
Equity (Social Disadvantage)	\$10,954
Equity Total	\$10,954

Expenditure	
Student Resource Package ²	\$2,460,862
Books & Publications	\$1,490
Communication Costs	\$7,906
Consumables	\$73,804
Miscellaneous Expense ³	\$369,149
Professional Development	\$16,174
Property and Equipment Services	\$248,003
Salaries & Allowances ⁴	\$230,911
Trading & Fundraising	\$52,996
Utilities	\$34,412
Total Operating Expenditure	\$3,495,706

Financial Commitments	
Operating Reserve	\$156,825
Funds Received in Advance	\$17,822
School Based Programs	\$61,063
Asset/Equipment Replacement < 12 months	\$153,435
Capital - Buildings/Grounds < 12 months	\$139,431
Total Financial Commitments	\$528,575

Net Operating Surplus/-Deficit	\$395,003
Asset Acquisitions	\$0

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

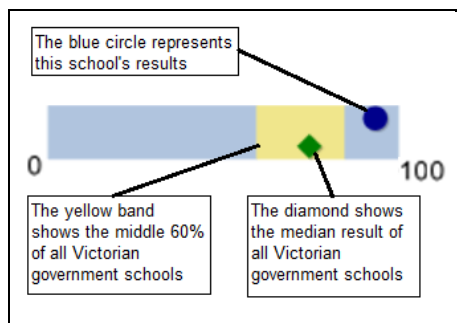
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

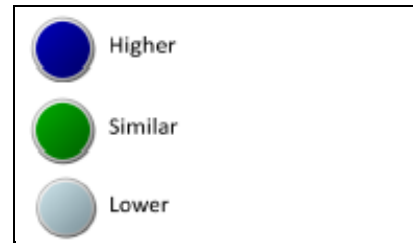


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').