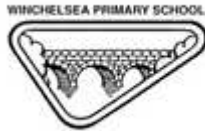


# 2018 Annual Report to The School Community



School Name: Winchelsea Primary School (2015)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 01 April 2019 at 12:43 PM by Simon O'brien  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 April 2019 at 04:08 PM by Murray Steed  
(School Council President)

## About Our School

### School context

Winchelsea Primary School is a learning community that values each other and encourages excellence in each individual. We aim to support our students to develop and grow in a safe and caring environment that is dedicated to providing a stimulating and challenging curriculum.

Our Winchelsea Learning Matrix, Be Kind, Be Safe and Learn Well forms the basis of our School Values and are thoroughly embedded in all that we do, say and believe in. We consistently set high standards and expectations in all areas of our school learning and community and we continually revise and modify what we teach, why we teach and how we teach. We have created and promote a strong sense of pride, value and respect within the school and wider community and this has been pivotal in developing a positive school culture and climate.

Our school is strongly committed to:

- developing all students as active participants in their learning
- assisting all students to reach their highest potential in intellectual, aesthetic, physical and behavioural endeavours
- delivering a broad, challenging developmental curriculum with programs and resources which enable quality education, high performance and pride in achievement
- promoting a code of positive student behaviour that is supported by the school community
- creating and promoting a sense of pride, value and respect for themselves and others within the school and wider community
- fostering harmonious and effective communication, collaboration and co-operation between staff, students, parents and the wider community.
- Creating and promoting a school culture and environment that recognises the importance of student wellbeing
- providing an Afterschool Care Program, Kids Club and Breakfast Club
- endorsing Sun smart strategies.

We have a Performing Arts facility, well-resourced classroom libraries, a STEM centre, flexible learning spaces, spacious grounds including an oval, netball and basketball courts, full sized indoor multipurpose sports stadium and a SAKG school vegetable garden.

We provide exemplary, innovative ICT Programs and effectively use a range of digital technologies to enhance teaching and learning from Prep-Year 6. All students in Years 3-6 participate in an individual iPad Program.

Winchelsea Primary School is a learning community that values each other and encourages excellence in each individual. We aim to support our students to develop and grow in a safe and caring environment that is dedicated to providing a stimulating and challenging curriculum. We provide our students with engaging, differentiated, strategically structured and effective teaching and learning programs. A core instructional model for all teaching and learning is used from P-6. All students are active participants in their learning with learning goals, small group guided instruction and individual conferences in Reading, Writing and Number being strong focusses across F-6.

Enrolments have increased slightly over the last 5 years with 2018 showing a growth in Prep numbers and an increase of student coming to our school throughout the year. This growth has been attributed to the growing population of the town of Winchelsea. Our staffing profile and numbers remained stable. The Learning Specialist role began this year and this role has been used to support the development of a strong and innovative learning culture for staff at our school. Regular staff coaching, mentoring, classroom observations and the development of detailed professional learning have been the priority of the Learning Specialist. In 2018, our enrolment was 152 students with a total of 19 full-time and part-time staff (1 Principal, 9.3 FTE teaching staff, 1 business manager and 4 Education Support staff).

### Framework for Improving Student Outcomes (FISO)

In 2018, our goals and key improvement strategies were built under the FISO initiative of Building Practice Excellence. We wanted to ensure that all students achieved high levels of learning by employing the strategy of building staff capacity to collect, analyse and use literacy data to improve learning. Our primary focus was improving reading outcomes for all students and ensuring that staff were using a variety of data and evidence to track growth in reading behaviours and strategies.

There is now a whole school data tracking cycle built around the Fountas and Pinnell Assessment system and teachers have developed conference templates that track student growth in learning using the set of strategic thinking actions found within the Fountas and Pinnell Literacy Continuum.

Student feedback from assessments were planned regularly and goals were set using a consistent scaffold. Individual conferencing data was used regularly to adjust teaching and learning programs so that they better align with student needs.

Our Literacy Support teacher had coached ES staff to implement an effective reading intervention/extension program across levels 2-6. Students were regularly monitored and learning was tracked and communicated to the teachers via a shared planning program.

The work of our school funded speech pathologist enabled us to target a greater amount of students to receive speech therapy at school. The speech therapist also supports both teachers and families by providing follow up tasks that could be completed to strengthen the learning in individual/small group sessions.

Student assessment were regularly shared with students and the focus was on learning growth. Students were able to use data to see where improvements in learning had been made and were able to articulate why their thinking had developed further. The purchase of new reading resources and materials has increased levels of student engagement in reading.

We also wanted to ensure that we had a consistent whole school instructional model that maximised time for students to experience explicit teaching, small group 'at point of need' focused learning and individual teacher/student conferencing and reflection. The school developed what we termed 'the Double Diamond' model to ensure effective teaching and learning experiences were taking place in every classroom across the school.

In 2019, our FISO focus will continue to be Building Practice Excellence whilst also focusing on Positive Climate for Learning, specifically Intellectual Engagement and Self Awareness.

## **Achievement**

Teacher judgement data indicates that 88% of students in the school are working at or above age level and have achieved one year's growth over the 2018 year in English (Reading) and 83% of students in the school are working at or above age level and have achieved one year's growth over the 2018 year in Mathematics (Number). Teacher judgement is based on teachers using three points of data as evidence demonstrating levels of achievement against Victorian Curriculum Achievement Standards. On comparison, Winchelsea PS teacher judgement data indicates that students are achieving levels similar to like schools (schools with similar socio-economic profile and school size).

Year 3:

NAPLAN Reading data indicates that in 2018, 100% of students were working at expected level or above.

NAPLAN Writing data for 2018 indicates that 100% of our students were working at or above expected level.

NAPLAN Numeracy data for 2018 indicates that 75% of our students were working at or above expected level.

These are all positive improvements when comparing it with data from 2017.

PERFORMANCE SUMMARY: Reading results for 2018 indicate that our students are achieving at a higher level to those in like schools. For Numeracy our students were performing similarly when compared against students from like schools.

The 4 year average for Reading and Numeracy also indicated that our students were performing similar to students from like schools.

Year 5:

NAPLAN Reading for 2018 indicates that 72% of our students were working at or above expected level.  
NAPLAN Writing data for 2018 indicates that 78% of our students were working at or above expected level.  
NAPLAN Numeracy data indicates that in 2018 66% of our students were working at or above level.  
These are all positive improvements when comparing it with data from 2017.

**PERFORMANCE SUMMARY:** Reading results for 2018 Year 5 cohort and indicate that our students are achieving lower to those in like schools. Over the four year average, our students are performing similarly to like schools. In 2018, in Numeracy, our students performed similar to students in like school, however the four year average shows lower levels of achievement to like schools over a four that time period.

**Learning Gain:**

In Year 5 Reading, 56% of students demonstrated 'medium' gain in learning, 13% demonstrated 'high' gain whilst 31% demonstrated 'low' gain in learning.

In Year 5 Writing, 47% of students demonstrated 'medium' gain in learning, 7% demonstrated 'high' gain whilst 47% demonstrated 'low' gain in learning.

In Year 5 Numeracy, 44% of students demonstrated 'medium' gain in learning, 25% demonstrated 'high' gain whilst 31% demonstrated 'low' gain in learning.

In 2019, we will be investigating relative gain in the areas of Reading and Writing to ensure that we have rigor and challenge in our literacy programs and that students from Years 3 to 5 are being continually challenged to reach high levels of learning in literacy. We will be investigating how language development can impact on learning outcomes in Reading and Writing and work as a teaching team to strengthen the language reservoirs of our students so that they are able to extend their literacy understanding in the senior years of primary school.

## **Engagement**

Our school performance report data demonstrates that Winchelsea PS has maintained an overall positive learning climate and culture in the last year to ensure that all students are motivated and engaged in learning. This was demonstrated in the performance data (Student Attitude Domain) where we had a high percentage rating of students in measure categories 'Stimulating Learning' and 'Learning Confidence' on the attitudes to school survey. This is directly attributed to the varied and engaging program we offer above the core learning subjects and a culture of safe, caring and nurturing environments created by staff across the school. Overall, 86% of students said that they felt connected to school, this was above the state average for all Victorian schools.

In 2018, 100% of the parents surveyed were satisfied with the school overall and indicated an increased level of performance from 2017 to 2018 in School Improvement, Teacher Morale, Parent Input, Stimulated learning, Behaviour Management, Reporting, Learning Focus, Transitions, Homework, General Satisfaction, Connectedness to Peers, Student Motivation, Social Skills and School Connectedness. Student Safety will continue to be a focus in 2019.

Attendance has continued to be a focus for the school and strategies have been put in place to decrease the number of days absent from school. A range of strategies were used to decrease levels of high absenteeism across the school. Daily check in phone calls for students reported as being absent were made. Regular information was provided to parents through the school about the impact of days away on student learning and absenteeism and it's impact on school progress was reported on in Student Semester Reports. We worked to help families connect with more community services available to support them.

In 2019 we will continue to focus on attendance. A strong focus on Student Agency and Voice across our school will enable us to maintain and increase levels of student engagement. Our strengthened work around acknowledging and recognising positive behaviours will impact positively on our student and parent results and a greater focus on collecting and using behaviour data will allow us respond more proactively to student and parent

safety issues in our school.

## Wellbeing

Our whole school focus of building positive relationships and adhering to our school values of 'Be Kind, Be Safe, Learn Well' resulted in teachers and students working and learning in a stimulating, safe and productive environment.

Resilience, Rights and Respectful Relationships program material and the work of The Resilience Program (in partnership with the local shire) meant that our students and teachers were supported in the teaching and learning of the social and emotional capabilities within the Victorian Curriculum. The Values program at our school will be strengthened in 2019 with the introduction of positive wellbeing strategies built around our house system.

In 2018 an extremely effective Primary Welfare Officer supported our school values and positive welfare programs and assisted in promoting a safe and friendly learning environment. Students and families were supported on numerous levels. Targeted work in early 2019 will be around the effective transitioning of students to our school. Due to urban growth in Winchelsea we will have a number of new families starting across the school.

Our school valued strong partnerships between students, staff, parents and the community and we prided ourselves on the personalized education we provided our students. In 2018, we worked closely with the Early Years Network team to develop consistency in early childhood development.

Winchelsea Primary School's purpose is to provide a safe, caring and challenging environment that supports all students to be active participants in their learning in preparation for life long success.

## Financial performance and position

The school is managed well and returns made have allowed for investment in key initiatives. Funds from Equity have been used to support the Literacy Intervention role at our school. Cash Equity was used to purchase new reading material for use from P-6.

There has been a strategic effort to balance the staffing profile to enable the school to have a staffing surplus. Credit to cash transfers have been used to support various building project happening across the school and to employ casual staff across the year to support the work of the Learning Specialist.

The Inclusion boost funding was used to deliver professional learning to all staff in 2018 to ensure consistent practice in Inclusive Education. Inclusion Equipment boost funding was used to purchase new ICT software to ensure greater access to assistive learning technologies in Years P-3. Primary Welfare funding was used to continue employing a Primary Welfare Officer at our school.

The cash reserves are typical from a historical perspective but as the school continues to grow the surplus cash held needs to be reviewed to reflect the increasing enrolments.

The Resources Committee of the School Council oversees the School's financial position and meeting monthly thoroughly tracks the school's financial position in order to achieve the educational outcomes outlined in the School Strategic Plan.

**For more detailed information regarding our school please visit our website at**  
<https://winchps.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 152 students were enrolled at this school in 2018, 78 female and 74 male.

ND 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><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></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><b>NAPLAN Year 3</b></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>	<ul style="list-style-type: none"> <li> Higher</li> <li> Similar</li> <li> Similar</li> <li> Similar</li> </ul>
<p><b>NAPLAN Year 5</b></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>	<ul style="list-style-type: none"> <li> Lower</li> <li> Similar</li> <li> Similar</li> <li> Lower</li> </ul>





## 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><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>56%</td> <td>13%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>44%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>47%</td> <td>47%</td> <td>7%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>63%</td> <td>13%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>31%</td> <td>63%</td> <td>6%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	56%	13%	Numeracy	31%	44%	25%	Writing	47%	47%	7%	Spelling	25%	63%	13%	Grammar and Punctuation	31%	63%	6%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	31%	56%	13%																							
Numeracy	31%	44%	25%																							
Writing	47%	47%	7%																							
Spelling	25%	63%	13%																							
Grammar and Punctuation	31%	63%	6%																							

## 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><b>Average Number of Student Absence Days</b></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><b>School Comparison</b>            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 1016 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>91 %</td> <td>90 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	90 %	92 %	92 %	92 %	90 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	91 %	90 %	92 %	92 %	92 %	90 %										

### 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><b>Students Attitudes to School - Sense of Connectedness</b></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 style="text-align: center;"><span style="color: green; font-size: 24px;">●</span> Similar</p> <p style="text-align: center;"><span style="color: green; font-size: 24px;">●</span> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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 style="text-align: center;"><span style="color: blue; font-size: 24px;">●</span> Higher</p> <p style="text-align: center;"><span style="color: blue; font-size: 24px;">●</span> Higher</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	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,359,029	High Yield Investment Account	\$99,188
Government Provided DET Grants	\$311,048	Official Account	\$15,517
Government Grants Commonwealth	\$10,577	Other Accounts	\$120,731
Revenue Other	\$13,043	<b>Total Funds Available</b>	<b>\$235,435</b>
Locally Raised Funds	\$82,708		
<b>Total Operating Revenue</b>	<b>\$1,776,405</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$139,995		
<b>Equity Total</b>	<b>\$139,995</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,283,787	Operating Reserve	\$60,523
Communication Costs	\$3,764	Provision Accounts	\$8,576
Consumables	\$68,285	Repayable to the Department	\$22,000
Miscellaneous Expense <sup>3</sup>	\$64,524	Asset/Equipment Replacement < 12 months	\$20,000
Professional Development	\$6,572	Maintenance - Buildings/Grounds < 12 months	\$6,000
Property and Equipment Services	\$76,689	Maintenance - Buildings/Grounds > 12 months	\$10,500
Salaries & Allowances <sup>4</sup>	\$114,383	<b>Total Financial Commitments</b>	<b>\$127,599</b>
Trading & Fundraising	\$19,642		
Travel & Subsistence	\$1,204		
Utilities	\$14,879		
<b>Total Operating Expenditure</b>	<b>\$1,653,730</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$122,675</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(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)

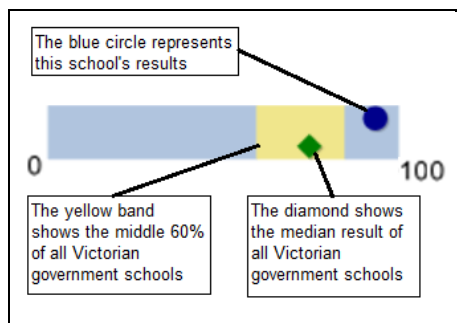
### Engagement

- 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).

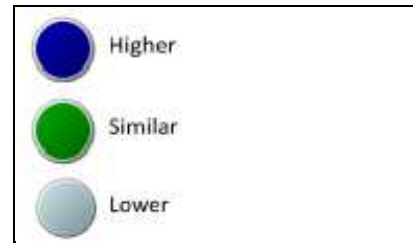


## What does *School Comparison* refer to?

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').