

2018 Annual Report to The School Community



School Name: Exford Primary School (3423)



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

Attested on 13 March 2019 at 02:10 PM by Lisa Campo
(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 24 April 2019 at 12:20 PM by Jacki McDonald
(School Council President)

About Our School

School context

Exford PS has continued to experience steady growth, student numbers rising to 448 students by the end of February 2018. We continue to hold at the forefront of our practice maintaining our sense of school community and keeping our attention on providing differentiated learning for each of our students as we grow even larger as a school. The work of our Professional Learning Teams has been on providing classroom instruction where the needs of all students are identified and met and we planned to replicate the work of the Leading Teacher-Educational Leader with a second LT-EL for 2018. The role of the LT-EL is 100 % focussed on the work of the PLTs and in providing coaching for our teachers.

Our school setting is very attractive, with our students and community sharing a commitment to caring for our school environment. We have continued to enjoy having an oval play-space and our students, staff and families enjoy using it on a daily basis.

Despite being 100 % dependent on rain-water tanks, we are very 'green' with much of our garden being irrigated by our on-site Treatment Plants and the students managing run-off water from drink taps. We increased the support of the Community work crew: they assisted with our grounds and the maintenance of our school environment on a fortnightly basis. During 2013, an enrolment boundary was placed around us, due to the small size of our school property and our rural facilities. Some of our students travel from all over Melton Shire (pre-boundary enrolments), with the majority of our families now coming from the local Exford area and the Eynesbury, Exford Waters (previously Waterford) and Strathulloh estates.

Our staff consisted of a Principal, an Assistant Principal, 2 Leading Teachers, 18 classroom teachers and 2.8 EFT specialist teachers, 3 Education Support Admin staff, 1 ES Grounds person, 12 Education Support Integration Aide Staff and a Speech Pathologist (1 day per week) and a student counsellor one day a week. We had some changes in staff through 2018, with a new Assistant Principal being selected and a new member of our Office team. During the year, we had many changes to staff, with replacement teachers being required (e.g. travel and parental leave). One of our Leading Teachers translated to a Learning Specialist Teacher from the start of Term 4 and took over a classroom practice at this stage.

Our school purpose is for our staff, students and community to work together in a close and united way to support our students to grow and develop as they best can, academically and personally. Our parent community identifies the strong emphasis on not only academic achievement, but also on the courtesy, values, student resilience and personal / interpersonal learning fostered by our programs as being the reason they select Exford PS.

Our School Council continued to campaign for improved facilities for our students and were delighted when Minister Merlino visited our school and then returned to make an election promise of a \$6.25 million upgrade.

Framework for Improving Student Outcomes (FISO)

We went through our School Self Evaluation in 2016, with the School Review being completed in February and March 2017. Our new vision statement: 'At Exford PS, our focus is on supporting the complete development of our children: their academic success and the development of positive interpersonal and relationship skills, with a real emphasis on displaying manners and courtesies.'

We continued to align our Framework for Improving Student Outcomes and our High Reliability Schools work, ensuring clarity and congruence. Our 2017-2020 FISO priority initiatives were:

Excellence in Teaching and Learning - Building Practice Excellence: Key Improvement Strategies

No 1: To refine our EPS Instructional Model to incorporate High Impact Teaching Strategies and to strengthen

its implementation in all our teaching and learning practices.

No 2: To refine and embed a guaranteed and viable curriculum so there is a clear and consistent approach to teaching and learning in Literacy, Numeracy and Science.

No 3: To implement a consistent approach to the triangulation of student achievement data to drive accurate planning for student learning needs and to measure the impact of our instruction.

No 4: To continue to build leadership capacity within the school that drives maximum school improvement.

Positive Climate for Learning - Empowering Students and Building School Pride: Key Improvement Strategies

No1: Build teacher capacity to empower students' in their own learning.

No 2: Consistently establish meaningful learning goals through enhanced feedback processes from teachers to students, using reflective practices, peer and self assessment.

Community Engagement in Learning - Building Communities: Key Improvement Strategies

No 1: Develop and strengthen the three-way educational partnership with parents and families.

No 2: Extend students' capacity to articulate and share their learning and successes in the classroom and with their parents.

Achievement

Exford Primary School is achieving results in student learning that are mainly similar to other schools. Our 'Similar Schools' reference group are schools outside the Melton Network. We are increasingly being compared with schools with less disadvantage as our demographic becomes more affluent.

Our 2018 NAPLAN Data:

- Year 3 Reading result was below similar schools and the state, but above network schools in the 'top 2 bands' measurement.
- Year 3 Writing result was above network schools and below similar schools and the state in the 'top 2 bands' measurement.
- Year 3 Maths result was below similar schools, network schools and the state in the 'top 2 bands' measurement.

- Year 5 Reading result was just below similar schools and state and above network schools in the 'top 2 bands' measurement.
- Year 5 Writing result was below network, similar schools and state in the 'top 2 bands' measurement.
- Year 5 Numeracy result was below network, similar schools and state in the 'top 2 bands' measurement.

- Year 3-5 Reading - 'high' relative growth result was below network, similar schools and state
- Year 3-5 Writing - 'high' relative growth result was above similar schools, network schools and the state.
- Year 3-5 Maths - 'high' relative growth result was below network, similar schools and state

We continued to focus on Writing as a priority area (state wide trend) and on supporting students to reach the top 2 NAPLAN bands and 'high' relative growth.

We had clear practices to identify students who require additional assistance and provide this for children in a targeted way, particularly in Literacy, with Intervention programs operating throughout the year.

Staff used pre-and post- tests in all learning areas to ensure their teaching is meeting the identified needs for every child, with students able to identify their learning goals and discuss their progress.

A school wide focus on the writing process saw increased levels of student interest and improvement in the structure and vocabulary development, as demonstrated in their writing.

Our teachers' work in our Professional Learning Teams focused on the coaching done with our Leading Teachers. Our Professional Learning Team Leaders continued to build their leadership capacity, working in partnership with our Leading Teacher. The work of our PLTs has become a critical element of our work in

improving student learning outcomes.

All Programs for Students with a Disability students showed progress at satisfactory or above in achieving their individual goals.

Our use of Seesaw, a digital learning portfolio has evolved considerably since its trial in two classrooms in 2016 and its whole school introduction in 2017. It allows real-time communication of student achievement, learning goals and areas for focus with the families of our students and supports families to be more engaged with the children's learning. It is a real success with 99.9 % take-up by our families.

Engagement

Exford PS continued to perform at a high level in the area of Student Engagement and Wellbeing, with student, parent and staff opinion survey data correlating to our consistent daily observations.

We have very calm and settled classrooms with high expectations of ourselves and the way we relate to each other. As a consequence, our classroom environments support students to be actively involved in engaging and motivating learning programs. In 2016, we joined the regional focus on implementing School Wide Positive Behaviour Program in our school and we continued this work in 2017 and 2018.

We continue to focus on supporting students to develop friendship skills, courtesy and resiliency as critical elements in the way they relate to each other. Striving to be great Exford citizens is important at our school and to our families. Our student leaders, School and Vice School Captains and Student Leaders, take their responsibilities very seriously, as do the staff and our parent community.

One of our challenges as we grow is how we continue to connect our students to each other. We have 2 Assemblies each week, with student performances and student awards. We have a Buddy program amongst our classes and teachers. This forms part of our deliberate strategy to build connectedness across our school. Creating a strong feeling of community within the school and a climate where students and their families, both existing and new, feel strongly connected to and proud of their school remained an important focus for us, especially in light of our continued growth.

Attendance and punctuality to school remained an area of focus for us. In 2018 our absence levels were marginally above than similar schools, we continue to have attendance as a focus. Our school strategy of having children enter the classroom at 8:50 am continues to see an improvement in morning punctuality, however there remains a core group of students who are late on a frequent basis due to family reasons. Our teachers ring the families of absent students at the second day of absence if contact from the family has not been received. We continue to have a significant number of students who are absent due to extended family holidays; these students are provided with an Absence Individual Learning Plan prior to their absence.

Wellbeing

At Exford PS, every member of staff shares in the responsibility for the wellbeing of each child. We provide a very calm learning environment and a whole-school pastoral care approach. Consequently, students feel very positive about school, teachers, school-mates and their class-mates and have a great sense of belonging to and ownership of their school. Each teacher is responsible for all the wellbeing needs of their class, from the children's academic and personal development to monitoring attendance.

At Exford PS, we provide a very supportive transition program for Prep students and other new students entering at other year levels. Mobility is an increasing factor for us, with many new students beginning at Exford during their schooling. Supporting new students to build friendships and connections to the school is an important focus at Exford PS. Monitoring students' progress and catering for individual learning needs is an integral part of our school program.

We had an extensive range of activities for our students to do at lunch times – this is particularly supportive for our students with sensory needs. Our staff are creative in the range of additional curriculum activities offered to our students at lunch times - Knitting Club, Lego Club, Mindfulness Club, Arts Club and Games Club.

We had many students with learning disabilities, some are funded under the Program for Students with Disabilities. PSD students are supported in the classroom with Education Support staff. All students with a diagnosed disability or learning need are supported through Student Support Group meetings which are held each term to discuss and reflect on progress of the Individual Learning Plans.

Financial performance and position

Exford PS prides itself on its careful and prudential financial management. We operate in surplus and reserve a teacher's salary each year as a financial buffer. Whilst we are not the small school of only 100 students any more, with its correspondingly small financial resources, we continue to operate in a fiscally careful manner. Our School Council Finance Committee is to be acknowledged for its ongoing planning for and management of our finances.

With the announcement of a new school at Eynesbury (we had previously believed we would transfer to the new school site), we decided to reserve two teacher salaries against the situation of losing enrolments when the new school opened.

In Term 4, we begin developing our workforce planning and our sub-program budgets for the following year, taking into account the goals established in our School Strategic Plan and the Annual Implementation Plan and the FISO priorities and improvement strategies identified within the AIP. We increased our school organisation to 20 classrooms for the 2019 school year and advertised and recruited new staff in our usual thorough manner.

In 2018, we continued to receive Equity funding (\$34,076) and whilst it was significantly less than the Equity funds received by most Melton schools due to our different demographics, we used it to subsidise the work of our two Leading Teacher- Educational Leaders and their work was 100 % focused on the work of our Professional Learning Teams and the coaching of all teachers; thus having an impact on improved student learning outcomes for all students.

Our community Fundraising efforts are to be recognised, with \$18, 909 raised to support our ICT spending within the school – namely the leases for our iPads (total cost \$36,000 over the leases).




**For more detailed information regarding our school please visit our website at
<https://www.exfordps.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 447 students were enrolled at this school in 2018, 223 female and 224 male.

7 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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:  ◆ 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> Lower</p> <p> Similar</p> |
| <p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p> | <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p> | <p> Similar</p> <p> Similar</p> <p> Lower</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> | <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>39%</td> <td>41%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>54%</td> <td>8%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>50%</td> <td>32%</td> </tr> <tr> <td>Spelling</td> <td>34%</td> <td>55%</td> <td>11%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>27%</td> <td>45%</td> <td>27%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 39% | 41% | 20% | Numeracy | 38% | 54% | 8% | Writing | 18% | 50% | 32% | Spelling | 34% | 55% | 11% | Grammar and Punctuation | 27% | 45% | 27% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 39% | 41% | 20% | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 38% | 54% | 8% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 18% | 50% | 32% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 34% | 55% | 11% | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 27% | 45% | 27% | | | | | | | | | | | | | | | | | | | | | | | |









Performance Summary

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

| Engagement | Student Outcomes | School Comparison | | | | | | | | | | | | | | |
|---|------------------|-------------------|------|------|------|------|-----|------|------|------|------|------|------|------|---|---|
| <p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison 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>91 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 91 % | 91 % | 91 % | 92 % | 92 % | 91 % | 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 | | | | | | | | | | |
| 91 % | 91 % | 91 % | 92 % | 92 % | 91 % | 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> Higher</p> <p> Higher</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> Higher</p> <p> 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 | |
|--|--------------------|---|------------------|
| Revenue | Actual | Funds Available | Actual |
| Student Resource Package | \$3,355,673 | High Yield Investment Account | \$148,805 |
| Government Provided DET Grants | \$507,080 | Official Account | \$21,698 |
| Government Grants Commonwealth | \$17,636 | Other Accounts | \$51,667 |
| Government Grants State | \$3,547 | Total Funds Available | \$222,170 |
| Revenue Other | \$61,689 | | |
| Locally Raised Funds | \$233,808 | | |
| Total Operating Revenue | \$4,179,432 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$34,076 | | |
| Equity Total | \$34,076 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$3,160,239 | Operating Reserve | \$138,556 |
| Books & Publications | \$8,531 | Other Recurrent Expenditure | \$4,521 |
| Communication Costs | \$5,878 | Funds Received in Advance | \$23,375 |
| Consumables | \$50,499 | Funds for Committees/Shared Arrangements | \$4,490 |
| Miscellaneous Expense ³ | \$334,430 | Asset/Equipment Replacement < 12 months | \$17,000 |
| Professional Development | \$14,078 | Maintenance - Buildings/Grounds < 12 months | \$34,229 |
| Property and Equipment Services | \$175,593 | Total Financial Commitments | \$222,170 |
| Salaries & Allowances ⁴ | \$142,358 | | |
| Trading & Fundraising | \$127,239 | | |
| Utilities | \$25,562 | | |
| Total Operating Expenditure | \$4,044,407 | | |
| Net Operating Surplus/-Deficit | \$135,025 | | |
| 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)

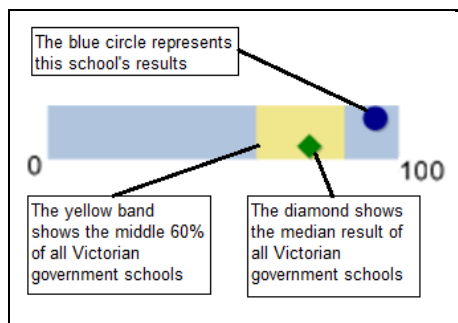
Engagement

- 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).

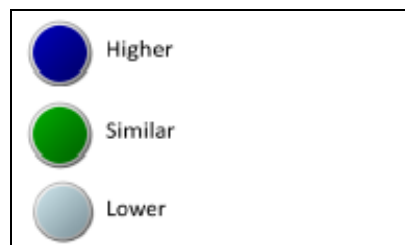


What does *School Comparison* refer to?

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').