2018 Annual Report to The School Community

School Name: Oakleigh South Primary School (4823)

- 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 29 April 2019 at 01:52 PM by Ron Cantlon (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 30 April 2019 at 10:14 AM by Campbell Davies (School Council President)

About Our School

School context

Oakleigh South Primary School is nestled in between Metropolitan and Huntingdale Golf Courses and is located approximately 15 kilometres south of the Central Business District of Melbourne. It prides itself in offering all students a wide range of success orientated opportunities and fosters a caring atmosphere with clearly defined expectations, where students can develop in a supportive and safe learning environment. We value and encourage high academic achievement with a strong focus on English and Mathematics.

In 2018, our student enrolment was 1005 students. Our students draw from diverse cultural backgrounds, many with a Language Background Other Than English (LBOTE) and with English as an Additional Language (EAL). The school has a dedicated staff consisting of four Principal class leaders, 58 teachers and 8 Education Support staff. These are arranged as 43 classroom teachers with 15 specialist teachers.

Our students from Prep to Year 6 are provided with a broad, rich and differentiated curriculum designed to cater for a diverse range of learning styles and student abilities with opportunities for support or enrichment at all levels. The school leadership and staff are intentional and purposeful in pursuing the optimal learning experiences for each and every student and as such, seek to provide all children with instruction that is personalised, evidence-based and technologically rich. Our highly successful sporting, arts and sustainability programs allow for the development of the whole child and assist in developing self-esteem, confidence and resilience.

We have high expectations of our students and set challenges and opportunities for all students to strive to be the very best they can. We continue to revise and develop our approach to student wellbeing to ensure all students are engaged and connected with the school. Promoting the values of: excellence, respect, integrity, working together and resilience, we encourage our students to be persistent, trustworthy, tolerant and actively involved in their school.

Focusing on family/school partnerships and developing the school as a community hub is a priority. Our excellent facilities enable us to host many after school activities and weekend sporting events to create and support healthy and active communities.

Framework for Improving Student Outcomes (FISO)

The school's goals as set out in the school's strategic plan (2016-2019) were:
Achievement- To maximise student performance across all curriculum areas.
Engagement- Maintain the culture of high expectations of all learners at Oakleigh South Primary School.
Wellbeing- To support the ongoing health and wellbeing of every student.
Productivity- Strategically allocate resources to best support the priorities of the Strategic Plan.

During 2018, our school's Framework for Improving Student Outcomes (FISO) priority area was 'Excellence in Teaching and Learning'. Our identified improvement initiatives were Building Practice Excellence and Curriculum Planning and Assessment.
The school's key improvement strategies were:
Building Practice Excellence
• 	Enhance the teaching of writing and spelling for all teachers.
• 	Implement evidence based, High Impact Teaching Strategies (HITS) across the school.
• 	Build the instructional capacity of teachers through peer observation.
Curriculum Planning and Assessment
• 	Develop and implement a whole school approach to the teaching and learning of Digital Technologies, incorporating the concepts of STEM and other important systems and programs.
• 	Build teacher capacity to use and collaboratively analyse data to inform teaching and learning.

The school has continued to direct its professional learning to support teachers and students in line with the school's strategic goals and key improvement strategies with a focus on writing and spelling. There is better consistency across teaching teams with the teaching and learning of writing, VCOP, and assessing student writing. The Junior teams have worked collaboratively to develop a more consistent approach to the teaching and learning of spelling, incorporating aspects of the MSL approach. While there has been improvements in the consistency of teaching writing and spelling across year levels, the school feels that this should remain a priority in 2019.

Throughout the year, teachers have continued to build their repertoire of High Impact Teaching Strategies (HITS) into classroom practice through professional discussions during year level meetings and to set future team goals linked to the HITS. Teacher knowledge and understanding the HITS has improved across the school and this will continue to be a focus in 2019.

The school has continued to invest in resourcing its STEM initiative, with great success.

The school is committed to developing consistency in whole school approaches to teaching and learning, and the collection and analysis of data, to improve student learning outcomes. This will continue to be a priority in 2019. Our aim is to maximise student performance across all curriculum areas and continue with our whole school initiative of writing (VCOP) and spelling, incorporating reading and Science. Work will continue around the components of peer observation, professional learning to improve practice, collaboration and use of high impact teaching strategies.

Achievement

Oakleigh South Primary School continues to focus on providing a high quality education for all our students. We have high expectations of both students and teachers. Our priority is to provide time and support for our teachers to focus on student work and to develop a differentiated curriculum. This is complemented by a targeted professional learning program for teachers that develops a whole school belief and understanding around teaching and learning.

Student learning and achievement continues to be a priority at Oakleigh South Primary School. Our student performance data continues to reflect excellent outcomes in English and Mathematics.

Analysis of our 2018 NAPLAN data indicates high performance in all areas of testing in Years 3 and 5. Our Year 3 Numeracy, Writing, Spelling, Reading and Grammar and Punctuation data indicates that we are well above State means. Our Numeracy, Spelling, Reading, and Grammar and Punctuation results indicated improvement compared to 2017, with Writing similar to previous years. Our Year 3 data also indicates that the percentage of students working in the Top 2 bands in all areas measured by NAPLAN, exceeds State and Similar Schools. The percentage of students in the top two bands for Numeracy, Spelling, Reading, and grammar and punctuation are at or over 80%.

Our Year 5 Numeracy, Writing, Spelling, Reading, and Grammar and Punctuation data indicates that we are well above State means. The school maintained similar results to 2017, with an improvement in Spelling compared to 2017. Our Year 5 data also indicates that the percentage of students working in the Top 2 bands in all areas measured by NAPLAN, exceeds State and Similar Schools. The percentage of students in the top two bands for Numeracy, Spelling, and grammar and punctuation are at or over 70%.

NAPLAN relative growth data illustrates high performances in most areas, especially in Numeracy and Writing compared to State and Similar Schools. Even though the NAPLAN relative growth data in Reading is very good, this will be a target area for 2019. The school will continue to work towards developing high growth in all areas, whilst continuing to decrease our relative low growth to below 10%.

Teacher assessment of student progress from Prep to Year 6, based on the Victorian Curriculum indicates that

over 99% of students at Oakleigh South Primary School achieved at or above the expected standard for English and Mathematics.

All students on the Programs for Students with a Disability (PSD) showed highly satisfactory progress in achieving their individual learning goals.

Engagement

Our attendance data across the school has improved significantly since 2017.The school attendance data indicates that 49% of our students are absent less than 10 days per year that was well below the result for similar schools being 44%. This was an improvement on 2017 data. School attendance rates vary from 9 -16 absence days across all year levels with student illness and extended family holidays being the main reason for non-attendance.

In semester 2 2018, the school implemented 'Same day notification of unexplained student absences' as outlined in the DET School Attendance Guidelines. Using the school's management software, GradeXpert, the school put measures in place to notify parents through SMS as soon as practicable on the day if a student has an unexplained absence, and parents haven't notified the school as to why. Parents are requested to notify the school and provide a reason for their child's absence. In 2018, there was a sharp decline in unexplained absences across the school.

The school's Student Representative Group, 'Student Voice', has again been actively working with our students and parent community to show the impact absenteeism has on student learning growth. They have continued to implement the whole school initiative, 'It's Not OK to be Away' where they present certificates at school assembly to students with outstanding attendance. They continue to be active at assembly where they encourage students to attend school every day and reinforce our whole school values.

The Student Attitudes to School Survey is administered to students in Years 4-6. Our Student Attitudes to School Survey data continues to provide positive results and indicates 89% positive responses for School Connectedness, 82% for Stimulated Learning, 86% for Motivation and Interest and 83% for Learning Confidence. The school has very solid overall results in most domains with our school strengths being High expectations for success, School Connectedness, School stage transitions, Sense of Inclusion, Differentiated Learning, Classroom Behaviour, Motivation and interest, Attitudes to Attendance and Self-regulation and goal setting. Our overall Student Attitudes to School Survey results were very similar to 2017.

The school has continued to invest in resourcing its STEM initiative, with great success. A Technology Lab has been created in the Year 5 building with the purchase of touch screen desk top computers, lap tops, tablets chrome-books and a 'green screen'. The school has also purchased digital cameras, as well as m-bots, b-bots and Lego EV3 for the school's robotics program.

The school was successful in its application for the DET Primary Mathematics and Science Specialist initiative. As of mid-term 2, two teachers were released from the classroom (.5) to implement the initiative. The Science Specialists participated in 7 days of professional learning to introduce the initiative, and build their overall capacity in the teaching and learning of Science. The school's Science Specialists have also been working with teachers to build their capacity with the delivery of digital systems and aspects of STEM. In 2018, Coding and robotics was beginning to be implemented across all year levels, especially in the Junior year levels. Students have demonstrated a high level of engagement during coding and robotics sessions as they build their capabilities. Students in all year levels have participated in STEM based activities where they have collaborated and shared their learning to support the development of capabilities in problem solving, creativity, and critical and creative thinking.

The school showcased an Engineering Expo partnered with the Monash University Engineering Department. Students participated in workshops linked to Sustainability, Technology and Robotics. The Monash Engineering Department showcased various exhibits such as a race car simulator, small launchable rockets, a Plastic

recycling machine, a Human powered vehicle, a Mars rover robot and an Autonomous Aircraft. This gave students an opportunity to see what real life engineers do and support student engagement with our STEM initiative.

The school was also successful in its application for funding to build a Robotics Lab at the school through 'Pick my Project'. Work on this project will begin in 2019.

Student Engagement and school connectedness continues to be promoted throughout the school through stimulating and motivating programs such as a full range of services and activities before, during and after school. Before school, the school offers before school morning care provided by Camp Australia, swimming club, as well as Jewish SRI classes. During lunchtimes, the school offers sport training, Oakleigh South PS Footy League, Student Voice, Dance Spectacular, Code Club, Photography Club and Art classes. After school, the school offers Hebrew lessons, tennis, basketball, soccer, Auskick, choir, guitar lessons, chess club, calisthenics and karate.

In 2018, we continued to deliver our foreign language exchange program with Tamba Higashi Primary School in Japan. The children were given the opportunity to experience real Japanese lifestyle by living with a host family, attending school, learning about Japanese customs, practicing their Japanese language skills whilst developing resilience during their stay. We also hosted students from Tamba Higashi Primary School and utilised the Polycom to communicate with students from our sister school throughout the year.

Oakleigh South Primary School has continued to develop effective partnerships between teachers and parents through its open door policy. Parents and family members continue to be actively involved in their child's learning. Parents and families are invited to the school to celebrate student achievements at assemblies, Mother's Day and Father's Day activities and Grandparents Day.

Students at Oakleigh South Primary School contribute to projects with a school and its community in Tigray, Ethiopia. The school had a 'Dress Up in the colours of Tigray Day' to raise money to buy school supplies for all the students in Tigray and support other community projects.

Wellbeing

The wellbeing of our students, staff and families continues to be a priority of our school. Our whole school commitment to our guiding values of Respect, Integrity, Excellence, Working Together and Resilience has continued to be reinforced throughout the school.

Oakleigh South Primary School continues to have a whole school focus on supporting transition for all children at all stages of their education. We have a comprehensive Prep orientation program that operates during October through to December. We implemented a whole school transition morning for all Prep to Year 5 students which again was greatly received by teachers and students. We have continued with our very successful Year 5 transition to secondary college program with South Oakleigh Secondary College that has been an ongoing focus throughout the year. Our Year 5 students are involved in a number of academic and leadership activities such as Science Rotations, Mathematics Extension Classes and a Leadership Day. To support our Year 6 students into Secondary Education, the Year 6 team developed a Transition Program over a 2 week period that mirrored what it would be like in Year 7. Students were assigned a Home Group teacher, were given a timetable, and rotated to different classes throughout the day. The program was a success through the positive feedback received from students and parents.

The school has an established a Wellbeing Professional Learning Team (PLT) to develop and embed a shared vision and commitment across year level teams to Student Wellbeing and Social and Emotional Learning. The Wellbeing PLT regularly meet to collaborate and share ideas and resources. The team focusses on student engagement, strategies to address bullying, school attendance and behaviour.

The school has many programs in place to support Social and Emotional Learning across all year levels. The

'You Can Do It' program continues to be implemented in Prep. The school has utilised the Resilience, Rights and Respectful Relationships (4 R's) teaching materials and this is now being implemented throughout all year levels through a dedicated weekly session. All students, P-6, continued to participate in the 'Healthy Skills for Life' program, where students learnt to develop skills to build awareness of their physical, social, and emotional health and wellbeing. They participated in a series of lessons to build respect, honesty, teamwork, caring for others, resilience, confidence, gratitude, and identify behaviours that impact on mental and physical wellbeing. Our Year 5 & 6 students focussed on developing skills to support their transition into Secondary Education. The Life Skills Group invited parents to attend their child's session to participate in games and relaxation activities that they could then take home and use on a regular basis, as well as tips on how aspects of the program could be reinforced at home.

Oakleigh South Primary School has a very diverse community. We have students and their families from many different countries from around the world. Diversity is celebrated at school. Students participate in Harmony Day and a Multicultural Day where they learn about different cultures, share food and dress in traditional costumes from the countries their families are from. The school has clear policies in place about inclusion and child safe standards.

Our Student Attitudes to School Survey data indicates that our school has very strong positive responses for High expectations for success, Sense of Inclusion, School Stage Transitions and Managing Bullying.

In 2018, our school captains at the beginning of every assembly, delivered an 'Acknowledgement of Country' to pay their respects to the Koorie Traditional Owners of the land on which our assembly is taking place.

Financial performance and position

At the end of the 2018, Oakleigh South Primary School is in a strong financial position and carried forward a surplus into 2019 to support planned projects, with spending matching budget projections. Budgets are carefully monitored and fundraising by the school and Parent Group contributed to our ability to provide a broad range of learning programs. Also, funds collected locally have been allocated to school projects and continued school improvement.

In 2018 we had some major areas of expenditure which included:
• A new children's playground in the senior area.
• Construction of a new storage area for the PE equipment and Production sets.
• Construction of a new long jump pit with a Tiger Turf runway.
• The school has also continued to invest in resourcing its STEM initiative. A Technology Lab has been created in the Year 5 building with the purchase of touch screen desk top computers, lap tops, tablets and chrome-books. The school has also purchased digital cameras, as well as m-bots, b-bots and Lego EV3 for the school's robotics program.

We have utilised our Equity funding to support our Prep/Year 1 Literacy Intervention and Social Skills programs, and Literacy and Numeracy support for our at risk students through our Writing and Maths Groups.

In Term 4, the school was successful with its application to create a Community Robotics Lab through 'Pick my Project' and received a Community grant of $200, 000 to complete the project.

**For more detailed information regarding our school please visit our website at
https://oakleighsouthps.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 1005 students were enrolled at this school in 2018, 499 female and 506 male.

35 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.

| low | low-mid | mid | high |
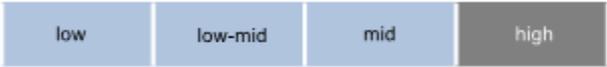
Parent Satisfaction Summary

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
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Higher Higher
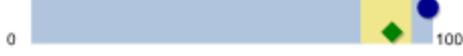
Performance Summary

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
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Higher Higher Higher Higher
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Higher Higher Higher Higher

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the 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'.	**Reading** 17 % 47 % 36 % Low Medium High **Numeracy** 11 % 41 % 48 % Low Medium High **Writing** 15 % 41 % 44 % Low Medium High **Spelling** 7 % 43 % 50 % Low Medium High **Grammar and Punctuation** 7 % 42 % 51 % Low Medium High	NAPLAN Learning Gain does not require a School Comparison.

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
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **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. Average 2018 attendance rate by year level:	Results: 2018 0 ●◆ 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ●◆ 50 Few absences <------> Many absences	Similar Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	94 %	95 %	94 %	95 %	94 %	95 %

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 —————————— 100 Results: 2017 - 2018 (2-year average) 0 —————————— 100	🟢 Similar 🟢 Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2018 0 —————————— 100 Results: 2017 - 2018 (2-year average) 0 —————————— 100	🟢 Similar 🟢 Similar

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$7,351,454
Government Provided DET Grants	$706,750
Government Grants Commonwealth	$18,180
Revenue Other	$47,458
Locally Raised Funds	$1,156,104
Total Operating Revenue	**$9,279,946**

Equity[1]	
Equity (Social Disadvantage)	$34,994
Equity Total	**$34,994**

Expenditure	
Student Resource Package[2]	$6,653,008
Books & Publications	$19,437
Communication Costs	$7,780
Consumables	$265,832
Miscellaneous Expense[3]	$466,549
Professional Development	$10,450
Property and Equipment Services	$575,021
Salaries & Allowances[4]	$446,319
Trading & Fundraising	$85,748
Utilities	$86,425
Total Operating Expenditure	**$8,616,568**
Net Operating Surplus/-Deficit	**$663,378**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$558,441
Official Account	$27,790
Other Accounts	$4,872
Total Funds Available	**$591,102**

Financial Commitments	
Operating Reserve	$284,680
Other Recurrent Expenditure	$134,423
Total Financial Commitments	**$419,103**

(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).
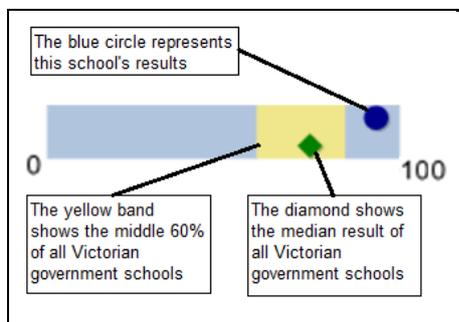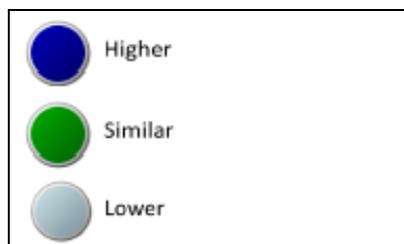

What does *School Comparison* refer to?

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').