

2018 Annual Report to The School Community



School Name: **Manifold Heights Primary School (4224)**



- 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 23 April 2019 at 08:05 PM by Barry Rowland
(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 08:32 AM by Madhu Subramaniam
(School Council President)

About Our School

School context

Manifold Heights Primary School is located in the suburb of Manifold Heights, within the City Of Greater Geelong.

Our School vision which evolved from our most recent School Review (late 2017), highlights a proactive and strategic encouragement of students to become more motivated and independent learners.

To do this:

- We provide a wide range of learning choices for students to demonstrate their understandings and to reach their full potential.
- We consistently encourage students to become life long learners who value themselves, others and learning.
- We promote social responsibility, resilience, perseverance and independence, preparing our students for an ever changing world.

The 2018 school year commenced with an enrolment of 421 students, continuing a positive growth trend over the past few years (345 students back in 2012). Quite a proportion of current students reside outside our designated neighbourhood catchment area, suggesting the school to be one of choice for many families. An enrolment policy is now in place to ensure that enrolments do not exceed our accommodation capacity. There are a number of other government primary schools within close proximity and our designated neighbourhood catchment area has recently been adjusted to cater for the potential enrolment impact of the new Fyansford (old Cement Works) Estate. In 2018 we had 18 classes – 3 at each of Prep, Grade 1 and Grade 2 levels; 5 composite Grade 3/4s and 4 composite Grade 5/6s. Each class accessing 4 Specialist subjects per week: P-2 Art/LOTE, Music, PE and Library and Grade 3-6 Art/LOTE, Music, PE and Science.

Our School Council maintains a focus on strategic planning and policy development, together with a determined approach to fundraising and using this to target school improvement initiatives eg: playground renovations, 'take home books' replacement program, ICT resources (eg: iPads) and specialist subject resourcing.

The SFO index is currently (in 2018) 0.3647 and SFOE is 0.3365; these have lowered slightly in recent years.

Workforce composition: the school employed 28.79 equivalent full time staff: 2 Principal class, 22.2 teachers and 4.59 Education Support.

Manifold Heights Primary School encourages students to become more motivated and independent learners.

- We provide a wide range of learning choices for students to demonstrate their understandings and to reach their full potential.
- We consistently encourage students to become lifelong learners who value themselves, others and learning.
- We promote social responsibility, resilience, perseverance and independence, preparing our students for an ever changing world.

School values: I show respect, I act with safety, I take responsibility. School values are embraced via a School Wide Positive Behaviour Support (SWPBS) approach. School motto: Unleashing potential.

Framework for Improving Student Outcomes (FISO)

School goals and aligned FISO (Framework for Improving Student Outcomes) improvement initiatives:

1. To ensure the achievement of high quality educational outcomes for every student in all curriculum areas, with a particular focus on increasing learning growth in Literacy and Numeracy.

- Building Practice Excellence:

Consistently embed an agreed whole-school instructional model across all curriculum areas and classrooms.

Continue to use PLCS, PLTs and other collaborative professional learning approaches to support teachers in building their capacity (Practice Excellence) to consistently implement the school's Instructional Model.

Review leadership structure and develop an effective and staff endorsed distributive instructional leadership model.

Enhance efforts and arrangements that promote increased opportunities and learning success for every student

through partnerships involving students, teachers, families and other stakeholders.

2. To ensure every student becomes an engaged, confident, motivated and independent self-regulated learner who challenges themselves to advance their achievements.

- Empowering students and building school pride.

Activate student voice, leadership and agency in own learning.

3. To develop resilient students who display growth mindsets, behaviours and attitudes that reflect the school values.

- Health and wellbeing.

Develop a consistent whole-school approach to health, wellbeing and inclusion.

Achievement

Manifold Heights aims to improve student learning outcomes for all students in Literacy and Numeracy by providing all students with the opportunity to reach their learning potential through a comprehensive and sequential curriculum. Students requiring additional support or extension with their learning are identified on an ongoing basis and appropriate programs and teaching strategies are provided for them. The school also works actively to build the capabilities of teachers through agreed whole school professional development activities and other options including Professional Learning Teams, to develop best practice in teaching Literacy and Numeracy in the classroom.

Teacher judgements against the Victorian Curriculum in the areas of English and Mathematics across Prep – 6, indicate that teacher's judge our student achievement as higher than the median of all Victorian Government Schools in English and similarly in Mathematics.

When compared to similar schools across the State, we performed similarly in NAPLAN to those schools in Reading and Numeracy. In Year 3 and Year 5 NAPLAN, our performance in Reading and Numeracy was comparable to the State median however it is pleasing to note that over the four year period, average results were slightly higher than the State median. On NAPLAN, Learning Gain, indicates that 70% or greater of our students are achieving medium to high growth across all areas of Literacy, including Reading, Writing, Spelling and Grammar and Punctuation. While the school is pleased with the Learning Gain of our students from Year 3 – Year 5 in NAPLAN, there is room for improvement in student's growth, particularly in Numeracy. Using this data the school employed a 'Learning Specialist, (Mathematics) for the start of 2018.

Staff will continue to work in collaborative teaching teams and a priority focus will be improving teacher capability and student outcomes in Numeracy, through the implementation of the Primary Maths Specialist Program with the appointment of two numeracy specialists (0.5 roles each) for 2019 - 2020.

Engagement

Our goal continues to be to provide experiences for students that develop a strong sense of belonging, leadership qualities, resilience, engagement and motivation to learn, as well as developing a strong sense of values, all in line with our School Wide Positive Behaviour Support focus. In 2018 student attendance was positive with all Year Levels achieving above 90 % attendance rate. Our attendance data for 2018 is matched as similar to that of other schools with background characteristics of our community. The school continues to promote improved levels of attendance through the implementation of strategies and programs that target levels of absence and late arrivals. One such strategy has been the enhanced use of Compass to inform parents of unexplained absenteeism and lateness. Family holidays during the school term impact on the average number of days absent for our student cohort, with 23 % of students recording 20 or more absent days.

Teaching approaches focus upon individual student learning data reflections and the subsequent collaborative development of goals across the curriculum. At mid-year parent - teacher interviews, created opportunities for teachers to discuss learning, achievements and future strategies to target the needs of students. Engagement was enhanced through Student Leadership, Student Council and Prep Buddies programs. In 2018, whole school celebrations for Literacy and Numeracy week, Art Show, Education Week, Whole School Concert and the Mano Carnival provided students and parents with an opportunity to participate in activities to build enhanced connectedness between home and school. A range of extra-curricular activities are offered to support students develop social competencies. These include the Mano School Band, School and Junior Choirs, Dance Troupe,

Art competitions, participation in the State Schools Spectacular, Bike Education program, Camps and Excursions.

A most caring, capable and diligent Integration Aide team provide a highly supportive program to students in the Program for Students with Disabilities. Transition programs for students moving on to the next grade level offered a valuable opportunity to prepare students for their promotion in the following year – especially important for Preps moving into the Junior building, Grade 2s into Middles and Grade 4s into Seniors. Formalised processes for teaching staff with regard to handing over of student learning information ensures greater continuity of learning for all from one school year into another. Four formal orientation sessions for the 2019 intake of Preps were undertaken late in 2018 to prepare these students for school.

Our Grade 6 Graduation evening in December was again a memorable and successful one with many, many family and friends attending at the Clonard College Hall venue.

Wellbeing

Student perception and experiences of school are measured annually using the State Wide Attitude to School Survey. This survey is administered in Grades 4, 5, and 6. It provides valuable data on students' views of wellbeing, teaching, learning and school experiences in general. A sense of connectedness is a lead indicator in all Government Schools in reaching State targets in developing student resilience. Manifold Heights Primary School students have evaluated themselves with a 79% endorsement in both resilience and school connectedness and a high sense of confidence level at 81%. These positive results reflect that our school has a positive learning environment for our students and places the school at a similar standard to other schools in the state.

We strive to embed a rigorous approach to teaching and classroom management, that supports an engaging and challenging learning environment. Each year begins with a 'Starting Right' unit of work to develop a sense of belonging to the school and the classroom. This establishes routines, team work, school values and SWPBS matrix expectation understandings and behaviours. We are proud to see our students are resilient, confident and enthusiastic as they start school, move between grade levels and into secondary colleges.

The school continues to have ongoing positive relationships with the local preschools. The Kindergarten children visit the school for a transition program during the September to November period (four transition sessions). The Foundation (Prep) and Year 5 Buddy Program is a feature of welcoming and inducting the new students into our school. An intra-school transition program occurs in Term 4 where all year levels link with the following year's students and teachers. The focus of this program is establishing a sense of belonging, learning about expectations of the new grade level and developing a cooperative team approach to learning. Manifold Heights students participate in programs offered by our local secondary colleges, including participation in activities such as Science and Food Technology, Leadership development and The Arts. Staff from secondary colleges visit our Grade 6 students prior to the end of the year, in readiness for Secondary Transition day sessions. The school transition processes and programs from pre-school to school, from year to year, transferring into the school, and moving from primary to secondary settings ensure our students have a well-developed positive attitude to change. Our School Chaplain works to support the emotional and social needs of all our students along with parental support. This provides some group work at times, lunch activities and 'Milo Mindfulness' sessions to help start the school day.

The school has completed its e-smart accreditation and student safety is a core part of this program. An incursion produced by Brainstorm Production's offered concrete solutions our students can use to protect themselves from hurtful comments and negative behaviours they may encounter along with providing clear instructions on how to be cyber safe. This work is also supported Geelong Police conducted workshops. School Wide Positive Behaviour Support (SWPBS) is embedded throughout the school as an approach to model and reinforce positive social behaviour. This embedded whole school approach provides a clear understanding of expected community behaviour, continues to develop enhanced student perceptions and feelings about their school and its operations. A parent and staff SWPBS matrix have been successfully developed, communicated and implemented.

Financial performance and position

Manifold Heights Primary School received a total operating revenue of \$3,797,912.00 in 2018. This increased in comparison to 2017 due to a slight increase in student numbers. The combined bank balance at the end of 2018 totalled \$150,284.00. Overall the school finished 2018 with a Net Operating Surplus of \$10,054.00. Equity funding was utilised to support enhanced online parent communications, staff professional development around the Instructional Model, driving our Professional Learning Teams and Teacher observation and coaching arrangements, contributing to SWPBS whole school implementation, Mindfulness program delivery and ICT whole school plan support.

For more detailed information regarding our school please visit our website at
<http://www.manifold.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.

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

SCHOOL PROFILE

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

Enrolment Profile

A total of 421 students were enrolled at this school in 2018, 211 female and 210 male.

6 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

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

Parent Satisfaction Summary

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

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

| Parent Satisfaction | School | State Median | Middle 60 percent low | Middle 60 percent high |
|-----------------------------------|---------|--------------|-----------------------|------------------------|
| | Percent | Percent | Percent | Percent |
| Percent endorsement (latest year) | 85.2 | 85.1 | 78.3 | 91.6 |

School Staff Survey

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

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

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

| School Climate | School | State Median | Middle 60 percent low | Middle 60 percent high |
|-----------------------------------|---------|--------------|-----------------------|------------------------|
| | Percent | Percent | Percent | Percent |
| Percent endorsement (latest year) | 77.3 | 77.7 | 66.6 | 86.7 |

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

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

| Teacher Judgments at or above age expected standards (latest year) | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|--|---------|--------------|-----------------------|------------------------|-------------------|
| Domain | Percent | Percent | Percent | Percent | |
| English | 97.5 | 90.1 | 82.6 | 95.3 | Higher |
| Mathematics | 97.4 | 91.1 | 84.0 | 96.4 | Similar |

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

| NAPLAN top 3 bands (latest year) | | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|----------------------------------|------------------------|---------|--------------|-----------------------|------------------------|-------------------|
| Year Level | Domain - measure | Percent | Percent | Percent | Percent | |
| Year 3 | Reading (latest year) | 73.4 | 76.5 | 62.0 | 89.2 | Similar |
| Year 3 | Numeracy (latest year) | 66.7 | 72.5 | 53.6 | 87.5 | Similar |
| Year 5 | Reading (latest year) | 67.4 | 64.9 | 48.8 | 80.0 | Similar |
| Year 5 | Numeracy (latest year) | 50.0 | 55.6 | 37.0 | 75.0 | Similar |

| NAPLAN top 3 bands (4 year average) | | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|-------------------------------------|---------------------------|---------|--------------|-----------------------|------------------------|-------------------|
| Year Level | Domain - measure | Percent | Percent | Percent | Percent | |
| Year 3 | Reading (4 year average) | 74.9 | 71.4 | 57.6 | 83.6 | Similar |
| Year 3 | Numeracy (4 year average) | 70.2 | 65.7 | 51.2 | 80.0 | Similar |
| Year 5 | Reading (4 year average) | 69.6 | 61.2 | 47.0 | 75.5 | Similar |
| Year 5 | Numeracy (4 year average) | 57.4 | 54.8 | 39.2 | 71.4 | Similar |

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

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

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

| NAPLAN Learning Gain | Low Growth | Medium Growth | High Growth |
|-------------------------|------------|---------------|-------------|
| Domain | Percent | Percent | Percent |
| Reading | 22.5 | 47.5 | 30.0 |
| Numeracy | 38.1 | 45.2 | 16.7 |
| Writing | 25.0 | 52.3 | 22.7 |
| Spelling | 27.3 | 54.5 | 18.2 |
| Grammar and Punctuation | 18.2 | 47.7 | 34.1 |

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

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

| Average number of absence days | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|---|--------|--------------|-----------------------|------------------------|-------------------|
| | Number | Number | Number | Number | |
| Average number of absence days (latest year) | 15.5 | 15.1 | 12.9 | 18.1 | Similar |
| Average number of absence days (4 year average) | 14.8 | 15.2 | 13.2 | 17.8 | Similar |

Attendance Rate

Average 2018 attendance rate by year level:

| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------------|---------|---------|---------|---------|---------|---------|---------|
| | Percent | Percent | Percent | Percent | Percent | Percent | Percent |
| Attendance Rate (latest year) | 94 | 92 | 93 | 92 | 91 | 92 | 91 |

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

| Sense of Connectedness | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|--------------------------------------|---------|--------------|-----------------------|------------------------|-------------------|
| | Percent | Percent | Percent | Percent | |
| Percent endorsement (latest year) | 79.0 | 81.1 | 72.6 | 89.0 | Similar |
| Percent endorsement (2 year average) | 78.3 | 81.7 | 73.8 | 88.7 | Similar |

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

| Management of Bullying | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|---|---------|--------------|-----------------------|------------------------|-------------------|
| | Percent | Percent | Percent | Percent | |
| Percent endorsement (latest year) | 75.3 | 81.2 | 72.2 | 90.3 | Similar |
| Percent endorsement (2 year average) | 76.2 | 81.8 | 73.7 | 89.7 | Similar |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$3,006,659 |
| Government Provided DET Grants | \$474,765 |
| Government Grants Commonwealth | \$10,775 |
| Government Grants State | \$0 |
| Revenue Other | \$27,940 |
| Locally Raised Funds | \$277,774 |
| Total Operating Revenue | \$3,797,912 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$35,609 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$35,609 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$2,932,239 |
| Adjustments | \$0 |
| Books & Publications | \$13,251 |
| Communication Costs | \$8,733 |
| Consumables | \$72,692 |
| Miscellaneous Expense ³ | \$173,686 |
| Professional Development | \$46,458 |
| Property and Equipment Services | \$233,389 |
| Salaries & Allowances ⁴ | \$225,322 |
| Trading & Fundraising | \$46,533 |
| Travel & Subsistence | \$0 |
| Utilities | \$35,554 |
| Total Operating Expenditure | \$3,787,858 |
| Net Operating Surplus/-Deficit | \$10,054 |
| Asset Acquisitions | \$14,249 |

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$13 |
| Official Account | \$148,350 |
| Other Accounts | \$1,920 |
| Total Funds Available | \$150,284 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$20,000 |
| Other Recurrent Expenditure | \$37,698 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$19,394 |
| School Based Programs | \$58,191 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$0 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$15,000 |
| Capital - Buildings/Grounds < 12 months | \$0 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$150,284 |

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 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, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

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

WHAT DOES 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

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

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

The Department also recognises unique circumstances in Specialist, Select Entry, English Language 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 his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

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

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