

2018 Annual Report to The School Community



School Name: **Cardinia Primary School (3689)**



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

Attested on 02 April 2019 at 08:55 AM by Susan Wepster
(Principal)

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

Attested on 02 April 2019 at 12:58 PM by Sarah Moore (School
Council President)

About Our School

School context

Cardinia Primary School is in the small rural township of Cardinia. The school has been educating local children since 1911, historically being a small school that served its small rural community. The school has undergone significant change in the last ten years. Urban development in the south-east growth corridor and the rapid expansion of Pakenham has delivered additional enrolments. The school ended 2018 with an enrolment of 292 students, 135 females and 157 males. Most of these students live outside the school's designated enrolment boundary (as approved by the Department of Education and Training). The school has two cohorts at each grade level from Foundation through to Grade 6.

Vision Statement

Cardinia Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school, parents/carers and the community to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

Cardinia Primary School's values are:

RESILIENCE

We keep trying and never give up.

We think positively.

We accept challenges.

We know that mistakes are part of learning.

We bounce back from things that hurt and disappoint us.

RESPECT

We respect the needs and rights of everyone.

We accept and embrace difference.

We listen to each other and our teachers.

We follow the rules.

We look after our school and treat school resources with care.

WORKING TOGETHER

We can achieve more together than we can on our own.

We learn from each other.

We work as a team.

We make sure no one is left out.

We are part of the community.

PERSONAL BEST

We always put in our very best effort.

We have a go, even when things are hard.

We accept help and support from others.

We try to learn from our mistakes.

We focus on our own achievements.

CARING

We care about others and consider their feelings.

We are fair and kind.

We include everyone.

We look after ourselves and take care of each other.

We are a big family.

The staffing profile at Cardinia Primary School in Semester 1, 2018 included an Acting Principal and 18.4 equivalent full time teaching staff (15 full-time and 6 part-time staff members). In Semester 2 a new Principal was appointed and the Acting Principal was appointed as Assistant Principal. The school had a balance of highly accomplished, proficient and graduate teachers. 14 Education Support (ES) staff were employed at various time fractions to support the funded students across the school, while there were 2 equivalent full time Education Support staff in the office.

Teaching staff were divided into three sub-schools, each of which was coordinated by a senior teacher. Five Professional Learning Teams (PLTs) operated in the school during 2018, comprising members from across each sub-school. Each PLT was responsible for developing and monitoring key initiatives of the school in line with our Strategic Plan.

Cardinia Primary School caters for a diverse range of students; having a long history of assisting students with disabilities and additional needs. In 2018 a total of 18 students were funded under the PSD program. The school had a further 21 students diagnosed with autism who did not receive any funding. Two students with severe hearing loss required the services of a Visiting Teacher (Hearing Impairment).

Sound teaching programs were implemented in 2018, including the VCOP Writing program, Brightpath, Reading Comprehension (ARCOTS-Patrick Griffin), Cardinia Spelling Program, Reading Recovery and GRIN (Getting Ready in Numeracy). Specialist teaching areas included Music, Visual Arts, Science and Auslan (LOTE). The school had 2 part-time teachers who provided classroom support to cohorts in the key areas of literacy and numeracy.

Student voice continued to be encouraged across the school with student leaders taking an active role in the Junior School Council and in the running of the weekly School Assembly. Student leaders were invited to School Council several times over the year to express their views, aspirations and to share their achievements. In 2018 students from a range of year levels were interviewed by the Principal about how they were travelling, how helpful their teachers were and if there was anything that would or would not further the development of their learning.

Cardinia Primary School is conscious of maintaining its rural school ethos and valuing its motto of a 'Caring Family School', both of which are highly attractive to families wishing to enrol their children at the school. There are many events firmly cemented in the school's yearly calendar: a Whole School Picnic, Easter activities and Easter Bonnet Parade, participation in the Yakkerboo Parade, Show Day, a Whole School Camp and an annual Christmas Concert. The school has an extensive Buddy Program, with every student in the school given a 'buddy'. The students work with their buddies throughout the year to prepare for special events and activities.

Framework for Improving Student Outcomes (FISO)

Staff at Cardinia Primary School focused on the FISO initiatives of Building Practice Excellence and Empowering Students and Building School Pride.

Building Practice Excellence

In 2018 we had two staff members complete the Allan Armstrong Middle Leaders Program. They attended a range of professional development that focused on their leadership skills which enabled them to gain confidence when working with other staff members. A focus on mathematics was conducted by both participants with an emphasis on the use of Essential Assessment. As part of their exploration into Essential Assessment, they visited a range of other schools, had guest speakers and imparted their knowledge to the whole staff and smaller groups of teachers both within the school and the network.

At the start of 2018 three staff members attended the first session of professional development run by Colin Sloper. This enabled us to start the process towards collaborative teams.

Two staff members undertook the journey towards becoming Primary Maths Specialists with the program PMSS run by the Department. This is a two year journey to work towards improving Mathematics in our school for both staff and students. The main focus for this was towards unifying staff and creating a uniform approach to curriculum implementation in Mathematics.

Empowering Students and Building School Pride

Student leaders attended a leadership seminar with the Cardinia Shire. They were required to gain the thoughts and ideas of their peers on a range of topics within the shire and share these with staff from Council. School Captains were regularly invited to attend School Council meetings to share information and discuss ideas they would like for improvements around the school.

The school had an active Junior School Council which completed a range of fundraising events towards various charities and specific items for the school. Students were selected by their peers for these roles.

Some grades in the school began to trial the use of Writers Notebooks which allowed students to direct their own writing with the view of increasing this in the future. Students were asked for their feedback on this.

During our review, select students in all grade levels were asked for their opinions on various school matters. All grade 6 students completed a survey on what they liked about the school and areas for improvements. Students in Grade 4-6 completed the Attitudes to School Survey with results showing that our students are lower than the state in their sense of connectedness. This could be explained by the circumstances surrounding the uncertainty and trauma at the beginning of the year.

Achievement

Cardinia Primary School undertook a review during 2018 and many of the achievement highlights and future directions were discussed as part of this. Our 2018 NAPLAN data showed a decrease in student growth from years 3 to 5. In 2018 the Grade 3 cohort had 35% of students achieving in the top two bands for Numeracy, while 40% were achieving in the middle two bands, and 26% were in the bottom 2 bands which includes 12% who were exempt or withdrawn. In writing 33% of Grade 3 students achieved results in the top two bands and 33% in the middle two bands, with 35% in the bottom two bands with 12% of those being exempt or withdrawn. 42% of students achieved results in the top two bands in Reading.

The results of the Grade 5 cohort in 2018 in Numeracy, 23% of students achieving in the top two bands and 60% achieving in the middle two bands. In Writing 3% of students achieved results in the top two bands and 74% in the middle two bands, with the remaining 21% in the bottom two bands (8% of those were exempt or withdrawn). In Reading, 20% of students achieved results in the top two bands and 58% in the middle two bands.

This has directed our focus for the 2018-2022 Strategic Plan being in the development of Literacy and Numeracy in all students. Our initial focus for 2019 will be in Reading, both in student achievement and teacher pedagogy and practice.

The school is very successful in meeting the needs and improving the outcomes of the many students who receive funding under the PSD program, those diagnosed with autism and children experiencing learning difficulties. All PSD students have showed progress at satisfactory or above in achieving their individual goals, particularly in the social areas of school life. These students continue to be monitored by our Wellbeing Coordinator, with regular Parent Support Group meetings being held for all funded students. The success of our work in this area has developed an outstanding reputation for the school throughout the broader community.

Engagement

The school has continued to focus on all students achieving their personal best in all areas of their schooling. Whole School activities which allow the community to be involved have continued to be a focus for our school. These events have allowed the students to be engaged with real world situations and have enhanced the community engagement with the school. All students in the school had a buddy and activities were organised each term to allow students to get together with their buddies.

Working together with the Wellbeing Coordinator, the school updated the Student Wellbeing and Engagement Policy to align with the latest thoughts and research into engaging students. Our school values were revisited during the year with input from students, staff and the wider community. These were subsequently displayed in all learning areas of the school, and have remained a focus for staff and students alike.

Student attendance is closely monitored and 2018 saw the school using the GradeXpert software to allow the class teachers and leadership of the school to have instant feedback on student absence. Those students who were absent had follow up calls from staff. We introduced a text message service for unexplained absences. Administration staff sent a bulk text message each day for those students who were not at school and no explanation had been received. This has allowed for over 21% reduction in unexplained absences from 2017 to 2018. Students' average attendance was between 91% and 95% in all year levels. This is a slight increase from previous years where the average was 91%-93%.

Wellbeing

In 2018 the school continued to deliver the many programs and services it has in place to support students to ensure that they feel safe at Cardinia Primary School. This includes the use of a staffed Quiet Area during lunchtime as a space for students requiring respite from the playground.

We have 'Snapshots and Matrices' prepared for our additional needs students that are shared with all staff. As mentioned previously, the school has an extensive PSD Program, which is well managed and the work of the Education Support staff is highly valued.

In 2018 we continued to build on the work of the Wellbeing PLT comprising a number of staff from across the school. The Wellbeing PLT had a particular focus on resilience, with the implementation of THE RESILIENCE PROJECT. This involved sessions for staff, the parent community and students, and was very well received. The introduction of Respectful Relationships (RR) was also a highlight, with a scope and sequence developed, with RR lessons built into existing wellbeing and health curriculum classroom sessions. Wellbeing PLT members completed training in Trauma informed practice, and the Respectful Relationships program throughout 2018.

Our Additional Needs and Wellbeing Coordinator (0.8 EFT) coordinated support for families and students on a needs basis. A range of external providers of health services were made available to students and their families. This includes Student Support Service Officers (SSSO) (speech and psychology), Shine Assist, Visiting Teacher and STA (Speech Therapy Assistance). We provided families the opportunity to connect with appropriate support through Windermere, Child First, Uniting Connections and SASP (School Attendance Support Program). The Additional Needs and Wellbeing Coordinator also liaised with Lookout to ensure the wellbeing of our students in out of home care. The school employed a School Chaplain to work with students and families requiring extra emotional support.

The school continued with its successful Transition Program for students progressing from Kinder to Foundation, with our new intake of students each year feeling secure and safe. Parents of our students making this transition are extremely satisfied by the work carried out in this area. Kinder students with additional needs are provided with additional transition sessions prior to beginning school. The transition program involves visits to kindergartens or early learning centres to observe the students and make professional contact with their educators to plan the best possible transition from one setting to another.

As students leave Grade 6 and make their transition to Secondary School, staff make every effort to make the transition as smooth as possible. This involves meeting with the various Secondary School coordinators and discussing students individually, particularly those deemed at-risk. In 2018 this involved the class teacher, aides and Wellbeing Coordinator sitting down with the Secondary School staff and having an in-depth discussion about a particular child's strengths and weaknesses. Secondary students with additional needs were included in extra transition experiences by local Secondary schools. A weekly social skills group for PSD funded students was offered during Term 3 and 4 to Grade 6 students by the Wellbeing Coordinator.

The Chaplain worked very closely with the Wellbeing Coordinator to ensure students and families requiring support were prioritised and supported in the best ways possible.

Financial performance and position

The school continues to work within our allocated budget with a slight operating surplus. The school has had additional expenditure during 2018 of equipment hire for the school concert, additional purchase of library books, overspend on CRT budgets, inspection and control of termites and mice and an additional \$28,000 on the Allan Armstrong Memorial Garden. The school received additional funds from Equity funding (\$115, 889), Targeted funding for Inclusive education (\$3,108), Sporting School Grant (\$6,550), Telstra Grant (\$1,200), Fundraising activities (\$23,268), Donations (\$6,432), Family contributions (\$4,269) and the Chaplaincy program (\$20,000).

For more detailed information regarding our school please visit our website at
www.cardiniaps.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 311 students were enrolled at this school in 2018, 145 female and 166 male.

0 percent were EAL (English as an Additional Language) students and 2 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.



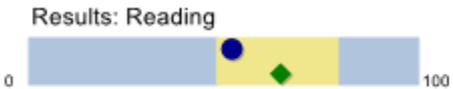
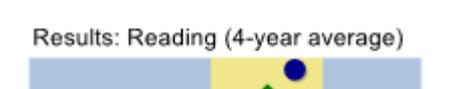
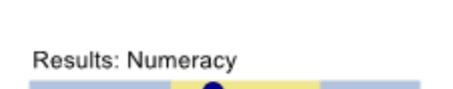
Performance Summary

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> Similar</p> <p> Higher</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> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>63%</td> <td>11%</td> </tr> <tr> <td>Numeracy</td> <td>43%</td> <td>43%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>49%</td> <td>31%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>49%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>14%</td> <td>63%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	63%	11%	Numeracy	43%	43%	14%	Writing	20%	49%	31%	Spelling	31%	49%	20%	Grammar and Punctuation	14%	63%	23%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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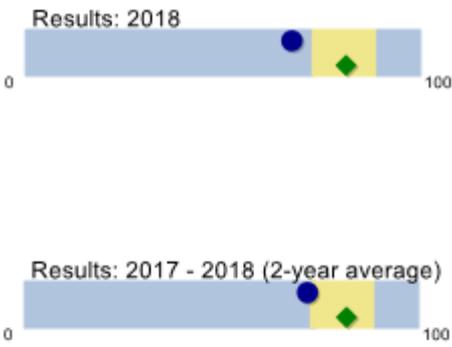
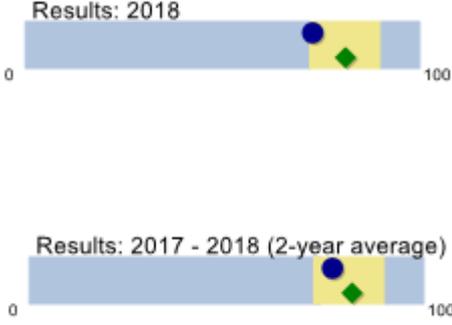
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
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Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 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>95 %</td> <td>91 %</td> <td>94 %</td> <td>94 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	91 %	94 %	94 %	92 %	93 %	91 %	<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										
95 %	91 %	94 %	94 %	92 %	93 %	91 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
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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>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>		

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	\$2,772,865	High Yield Investment Account	\$67,107
Government Provided DET Grants	\$372,114	Official Account	\$30,993
Government Grants Commonwealth	\$16,550	Total Funds Available	\$98,099
Revenue Other	\$13,504		
Locally Raised Funds	\$139,324		
Total Operating Revenue	\$3,314,357		
Equity¹			
Equity (Social Disadvantage)	\$115,889		
Equity Total	\$115,889		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,613,463	Operating Reserve	\$94,165
Books & Publications	\$289	Asset/Equipment Replacement < 12 months	\$1,934
Communication Costs	\$5,586	Maintenance - Buildings/Grounds < 12 months	\$2,000
Consumables	\$80,248	Total Financial Commitments	\$98,099
Miscellaneous Expense ³	\$216,544		
Professional Development	\$11,604		
Property and Equipment Services	\$121,883		
Salaries & Allowances ⁴	\$116,843		
Trading & Fundraising	\$18,555		
Utilities	\$11,241		
Total Operating Expenditure	\$3,196,257		
Net Operating Surplus/-Deficit	\$118,100		
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)

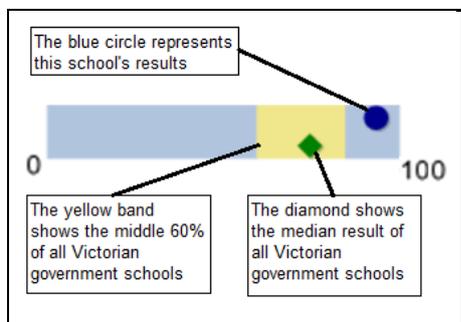
Engagement

- 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).

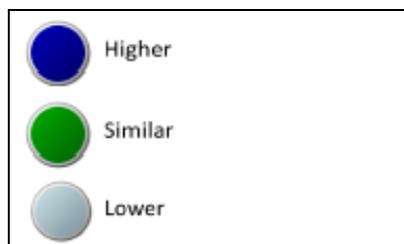


What does *School Comparison* refer to?

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').