

# 2019 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](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 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 22 April 2020 at 10:30 AM by Susan Wepster (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 22 April 2020 at 09:10 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 2019 with an enrolment of 280 students, 134 females and 146 males. Most of these students live outside the school's designated enrolment boundary (as approved by the Department of Education and Training). In 2019 the school had 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 well-being. 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 2019 included a Principal, an Assistant Principal and a balance of highly accomplished, proficient and graduate teachers. 17.7 EFT teachers and 14 Education Support (ES) staff were

employed at various time fractions to support the funded students across the school, while there were 2 equivalent 1.8 time fraction Education Support staff in the office.

Teaching staff were divided into three sub-schools, each of which operated as a Professional Learning Teams (PLT). 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 2019 a total of 18 students were funded under the PSD program. The school had other students diagnosed with autism who did not receive any funding. One student with severe hearing loss required the services of a Visiting Teacher (Hearing Impairment).

Teaching programs implemented in 2019 included the introduction of the Fountas & Pinnell Teaching and Learning Continuum for Reading and Writing, the Cardinia Spelling Program, Reading Recovery and the beginning of the Cardinia Mathematics program. Specialist teaching areas included Music, Visual Arts, Science and Auslan (LOTE).

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 to express their views, aspirations and to share their achievements.

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 Instructional and Shared Leadership, Curriculum Planning and Assessment, and Building Practice Excellence

Instructional and Shared Leadership - Build Leadership Capabilities to develop a culture of evidenced based high quality teaching and learning practices.

In 2019 we had one staff member complete the Allan Armstrong Middle Leaders Program. She attended a range of professional development that focused on her leadership skills which enabled her to gain confidence when working with other staff members. A focus on Reading Comprehension was conducted with an emphasis on the introduction of the Fountas & Pinnell Literacy Continuum. The teacher visited a range of other schools, had guest speakers and imparted her knowledge to the whole staff and smaller groups of teachers both within the school and the network. We continued to build the leadership skills of the 2018 Middle Leaders group through weekly leadership meetings.

Two staff members undertook the second part of the journey towards becoming Primary Maths Specialists with the program PMSS run by the Department. The main focus for this was towards unifying staff and creating a uniform approach to curriculum implementation in Mathematics. The extension of this will be seen into 2020 with one primary Maths Specialist being employed as a Learning Specialist in the school.

Curriculum Planning and Assessment - Develop and embed a guaranteed and viable curriculum for Reading and Viewing supported by an agreed instructional model. Establish a Professional Learning team approach that promotes explicit systems for collaboration, classroom observation, modelling of effective practice and feedback.

During 2019 we developed the Cardinia primary School Instructional Model and embedded this through the teaching of Reading and Writing. We developed a reading and Viewing continuum using the Victorian Curriculum and the Fountas & Pinnell Literacy Continuum.

Building Practice Excellence - Build teacher capacity to implement high quality teaching and learning and assessment

practices for Reading and Viewing.

The 2 staff members who completed the Middle Leaders program in 2018 became PLT Leaders in 2019. These teachers used the development they underwent in 2018 to lead their teams through 2019. Weekly PLT meetings have a focus on data to drive teaching and learning. PLT leaders were able to lead their teams through the analysis of data and the planning of teaching and learning creating consistency across the school. A focus on comprehension strategies enabled all teachers to build their understanding of how children learn to read. We developed a peer observation and feedback framework and began to embed this throughout the school.

## Achievement

Our 2019 Naplan data showed an increase in student growth from years 3 to 5. In 2019 the Grade 3 cohort had 25% of students achieving in the top two bands for Numeracy, while 42% were achieving in the middle two bands, and 32% were in the bottom 2 bands. In writing 17% of Grade 3 students achieved results in the top two bands and 65% in the middle two bands, with 17% in the bottom two bands. In Reading 32% of students achieved in the top 2 bands, 37% in the middle 2 bands and 30% in the bottom 2 bands.

The results of the Grade 5 cohort in 2019 in Numeracy had 29% of students achieving in the top two bands for Numeracy, while 55% were achieving in the middle two bands, and 14% were in the bottom 2 bands. In Writing 17% of students achieved results in the top two bands and 69% in the middle two bands, with the remaining 12% in the bottom two bands. In Reading, 31% of students achieved results in the top two bands and 55% in the middle two bands, with 12% in the bottom 2 bands.

Our 2018-2022 Strategic Plan focuses on the development of Literacy and Numeracy in all students. Our initial focus for 2019 was in Reading, both in student achievement and teacher pedagogy and practice. Our AIP for 2020 focuses on Numeracy and Reading. While we need to consolidate our curriculum planning and teaching and learning in Numeracy we need to ensure that we continue what we have begun in Reading.

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 Well-being Coordinator, with regular SSG meetings being held for all funded students. The success of our work in this area has contributed to an outstanding reputation for the school throughout the broader community.

## Engagement

Cardinia Primary School values continue to be displayed in all learning areas of the school, and have remained a focus for staff and students alike. The values form the basis of discussions about academic achievement and social and emotional development. 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.

Student attendance is closely monitored and 2019 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. A text message service for unexplained absences alerts families that attendance is closely monitored and it has been noted that their child is not at school, and that the school has not received an explanation for the absence. In 2018 we showed over 21% reduction in unexplained absences from 2017 to 2018, but in 2019 we lost some of that ground as unexplained absences increased from 3.7% in 2018 to 5.7%. We will increase our follow up of unexplained absences as we move into 2020. In 2019 average attendance was between 92% and 97% in all year levels. This is an increase from the previous year where the average was between 91% and 95%.

## Wellbeing

In 2019 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. The school has an extensive PSD Program, which is well managed and the work of the Education Support staff is highly valued. We have continued our implementation of The Resilience Project and Respectful Relationships (RR) Program. Teachers followed the scope and sequence, with RR lessons built into existing well-being and health curriculum classroom sessions.

Our Well being Coordinator (0.8 EFT) coordinated support for families and students on a needs basis. A range of external providers of 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) and Koorie Engagement Support Officer. We provided families the opportunity to connect with appropriate support through Windermere, Child First, Uniting Connections and SASP (School Attendance Support Program). The Well being Coordinator also liaised with Lookout to ensure the well being 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. The Well-being coordinator is a member of the Cardinia Shire Early Years Community of Practice which supports relationships with early childhood education services.

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 2019 this involved the class teacher, aides and Well-being 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 Transition to Secondary session for some PSD funded students was offered during Terms 3 & 4 to Year 6 students by the well-being coordinator.

The Chaplain worked very closely with the Well-being 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 2019 of iPads for Foundation students, purchase of the Fountas & Pinnell Leveled Literacy Intervention program, and overspend on CRT budgets due to higher than expected levels of teacher illness. Swimming expenses were higher than planned, but they were covered by parents' payments. The school received additional funds from Equity funding (\$65,949), Maintenance Blitz (\$15,324), Sporting School Grant (\$6,000), Local Government School Program (\$10,000), Bendigo Bank Grant (\$2,000), Fundraising activities (\$40,889), Family contributions (\$2,690) and the Chaplaincy program (\$20,280).

## 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 296 students were enrolled at this school in 2019, 140 female and 156 male.

ND 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).








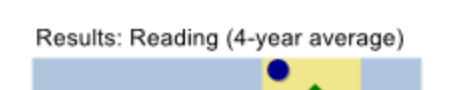





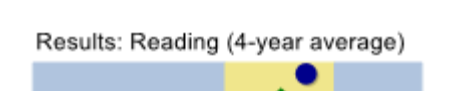




Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p>Similar School Comparison</p> <p>● Above   ● Similar   ● Below</p> <p>Above ●</p> <p>Above ●</p>

## Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar School Comparison		
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Below </p>		
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Above </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: ◆

**Key:** Similar School Comparison  
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>21%</td> <td>56%</td> <td>23%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>56%</td> <td>5%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>54%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>8%</td> <td>67%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>56%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	56%	23%	Numeracy	38%	56%	5%	Writing	28%	54%	18%	Spelling	8%	67%	26%	Grammar and Punctuation	26%	56%	18%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
Reading	21%	56%	23%																															
Numeracy	38%	56%	5%																															
Writing	28%	54%	18%																															
Spelling	8%	67%	26%																															
Grammar and Punctuation	26%	56%	18%																															
Gain Level	Percentage																																	
Low	25%																																	
Medium	50%																																	
High	25%																																	

## 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: **Key:** Similar School Comparison Above Similar Below

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above </p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" data-bbox="544 969 1019 1061"> <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>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>90 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	92 %	92 %	93 %	90 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	92 %	92 %	93 %	90 %	91 %										

## 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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Similar <span style="color: lightblue; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Above <span style="color: teal; font-size: 2em;">●</span></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, 2019

### Financial Position as at 31 December, 2019

Revenue	Actual
Student Resource Package	\$2,754,888
Government Provided DET Grants	\$403,784
Government Grants Commonwealth	\$6,000
Revenue Other	\$14,872
Locally Raised Funds	\$199,643
<b>Total Operating Revenue</b>	<b>\$3,379,188</b>

Funds Available	Actual
High Yield Investment Account	\$161,614
Official Account	\$36,125
<b>Total Funds Available</b>	<b>\$197,739</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$130,726
<b>Equity Total</b>	<b>\$130,726</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$2,657,916
Books & Publications	\$2,838
Communication Costs	\$3,767
Consumables	\$75,335
Miscellaneous Expense <sup>3</sup>	\$173,541
Professional Development	\$9,311
Property and Equipment Services	\$82,198
Salaries & Allowances <sup>4</sup>	\$108,763
Trading & Fundraising	\$27,059
Utilities	\$14,299

Financial Commitments	
Operating Reserve	\$79,204
Funds Received in Advance	\$30,000
School Based Programs	\$30,000
Asset/Equipment Replacement < 12 months	\$15,000
Maintenance - Buildings/Grounds < 12 months	\$40,000
<b>Total Financial Commitments</b>	<b>\$194,204</b>

<b>Total Operating Expenditure</b>	<b>\$3,155,026</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$224,162</b>
<b>Asset Acquisitions</b>	<b>\$14,636</b>

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 26 February 2020 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)

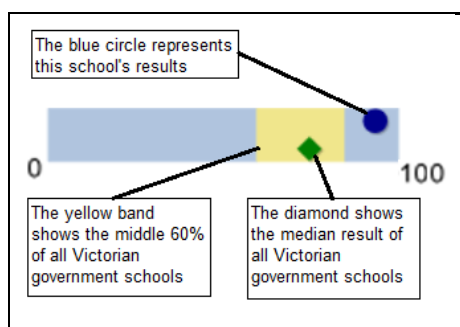
### Engagement

- 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).

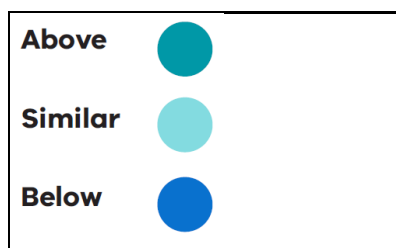


## What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## 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').