

2019 Annual Report to The School Community



School Name: Mount Pleasant Road Nunawading Primary School (4808)



- 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 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 02 July 2020 at 12:36 PM by Kim Streitberger (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 28 August 2020 at 05:14 PM by Rebecca Smith (School Council President)

About Our School

School context

Mount Pleasant Road Primary School and Kindergarten is located in the suburb of Nunawading, in the City of Whitehorse some 25 kilometres from the Melbourne central business district. We are unique to the area as we provide education for children from Three Year Old Kindergarten through to Year Six, with daily before and after school care and vacation care programs provided. The school is set within large picturesque grounds with a student garden, a range of different play areas and new, state of the art facilities including a cafe studio that supports a cooking, Science and Visual Arts program. The flexible learning spaces, with a range of furniture, complement our excellent teaching and learning practices and provide for collaborative learning opportunities. All classrooms connect to the outdoor learning spaces which include landscaped adventure, sporting and passive play areas.

At Mount Pleasant Road Primary School and Kindergarten our vision is to provide all students with a safe, dynamic and supportive environment that motivates and challenges them to achieve their personal best. At the centre of everything we aim to achieve is student well being. Students will learn when they are happy to come to school, feel safe to make mistakes, and have a connection to their peers and teachers, they will then be able to achieve their personal best. Developing resilience, empathy, confidence and self esteem give students the skills and strategies to be their own problem solvers. We promote the values of Life Long Learning, Respect, Integrity, Responsibility and Inclusion. Students are encouraged to develop and build on their character strengths and are given many opportunities to be actively involved in their school.

In 2019 the school's enrollment was 422 students. There were four Foundation and seven Year 1/2 classes in the Junior School and, five Year 3/4 and four Year 5/6 classes in the Senior School. The Kindergarten provides one Three Year Old and three Four Year Old classes. Our multi-cultural school is growing with enrollments having increased by 186 students, or 44 per cent over the past four years and we pride ourselves on being a school with a very connected and involved community. The staffing profile included a Principal and Assistant Principal, 26 teachers (24.8 Full Time Equivalent (FTE)), eleven (eight FTE) Education Support (ES) staff, one office administration staff and one Business Manager. The teaching staff included a 0.2 FTE Learning Specialist role.

We continue to maintain high standards in English and Mathematics and are committed to excellence in teaching and learning and continuous improvement for our students. There is ongoing assessment and continual analysis of students learning to inform our teaching and learning programs, making sure that we provide a personalised learning approach for all students. Our programs are designed to cater for a diverse range of learning styles and student abilities with opportunities for support or enrichment at all levels. We value and encourage high academic achievement with high expectations held for all students. Our enthusiastic staff take collective responsibility to ensure all students are engaged, responsible for their learning and actions, motivated and proud of their achievements.

Our holistic approach ensures equal development in areas such as Performing Arts, Visual Arts, Physical Education and sport and Languages Other Than English, Indonesian and these programs are provided by Specialist staff. We also offer instrumental music, inter school sport, extensive transition programs, enrichment programs, Literacy intervention and a Buddy Program for all year levels. There are a range of co curricular programs such as dance, chess, board games, craft and drawing lunch time clubs, a school running club and Senior and Junior choirs and band. There are ample opportunities for students to shine in leadership roles and we encourage strong student voice and agency across all year levels. Our well being and values programs are targeted at specific age groups and are supported by the Zones of Regulation, Inner Critic/Inner Coach, Positive Psychology: Character Strengths, Let's Talk and Respectful Relationships programs from Foundation to Year 6. Access and the critical use of digital technologies is a priority, with a robotics program in place from Kindergarten to Year 6 and a very successful BYO iPad program for all students in the Senior School. Information sessions for Year 2 families have promoted the success of the program; with comprehensive eSmart sessions assisting students and families with online safety.

Involvement of families and the wider community is highly valued and actively sought. There are 'Parent Reps' for each class to facilitate social connections and our Sentral parent portal, newsletter, a strong Parents and Friends community all support families to be highly connected with the school.

Framework for Improving Student Outcomes (FISO)

In 2019 the school's AIP focused on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions 'Building Practice Excellence', 'Curriculum Planning and Assessment', 'Positive Climate for Learning' and 'Building Leadership Teams'. All staff at Mount Pleasant Road Primary School (MPRPS) strive to assist students to achieve their best in all dimensions of Mathematics and English. This included:

- Development of Professional Learning Communities across the school through implementation of the DataWise improvement cycle to improve teacher's individual and cooperative capacity to improve student outcomes in Mathematics and Reading, using evidence.
- Implementation of consistent reading approaches across the school through peer observation, video recording and data analysis in Professional Learning Communities
- To embed a consistent approach to teaching numeracy across the school using the High Impact Teaching Strategies and participating in the Collegiate Support Program - Peer Observations

To support the implementation of these KIS,

- the Leadership Team completed the Harvard Data Wise course to support the development of PLC's,
- a Learning Specialist was appointed to coach and mentor staff in the use of data, as well as providing guidance for effective use of professional practice days.
- data coaches worked alongside leadership and staff to focus on areas of need by analysing student achievement data

Positive indications in the School Staff Survey, reflections and sharing of the Data Wise Inquiry Cycles showed clear evidence of their impact on teacher practice with additional evidence gathered through peer observations, Learning Walks and recorded as part of the AIP monitoring. The challenge is to continue to build teacher capacity to use data effectively to plan for and track learning, and to seek and take action on feedback from students and colleagues to inform pedagogy. The school has strong curriculum planning and assessment in place. Staff attended the Middle Leaders Professional Learning program and worked with their teams to deliver quality professional learning around building Student Voice and Agency and continue to develop a highly positive climate for learning by empowering students to have ownership over their learning and pride in their school.

Achievement

We provide differentiated programs which engage and motivate all students. Teachers use a variety of assessment tools to determine the students' needs and explicit instruction methods to cater for individual learning styles. MPRPS has adopted a whole school approach to teaching Reading and Writing with the MPRPS Reading Program, Write to Read (phonograms) and VCOP Big Write programs assisting students to analyse their skills, set future goals and monitor their progress. There is also a whole school approach to the teaching of Mathematics that includes a documented curriculum program with a detailed scope and sequence. The teaching of financial literacy with a student-managed shop is an important addition.

In 2019 the percentage of students in year levels Foundation to 6 working at or above the age expected standard in all areas of Numeracy and Literacy are above similar schools and well above the State Median. The percentage of students in the top two bands of Year 3 and 5 NAPLAN results, in all areas of Numeracy and Literacy for 2019, demonstrate that our school is performing above the State and similar to 'similar schools' in all areas except for Year 5 Numeracy. Although students achieving NAPLAN low gain from Year 3 - Year 5 is lower than the state a future focus is to address the percentage of students making high relative learning gain (more than 12 months growth for 12 months instruction.)

For those students who were identified as not achieving at the expected level there is ongoing specific individual program instruction, including MiniLit and MacqLit reading intervention programs, and parents attend Student Support Group meetings to discuss their child's progress and how to work in partnership with the school to improve their child's achievements.

In 2019, teachers continued to receive additional teaching support in the classroom for their students on the Program for Students with a Disability and students showed progress at satisfactory or above in achieving their individual goals as identified in their Individual Education Plans (IEP). Individual Education Plans are prepared to cater for the specific needs of students performing six months or more below or twelve or more months above the expected standard and also often address Personal and Social Capability skills.

All staff lead and participate in a rigorous professional learning program to improve their skills and understanding of how to improve their practice.

Engagement

The Student Representative Council (SRC) is pivotal as a means for students to give and discuss feedback, with representatives from Foundation-Year 6 given the opportunity to voice their class mates' opinions and organise school events and fundraising. The SRC meets fortnightly and reports to the school community at assemblies and through the newsletter. Circle Time in every classroom and the introduction of the Student Voice Wall were also instrumental in all students having a voice and feeling engaged with their learning and contributes to the excellent relationships in the playground.

The Investigate-Create-Express and Junior School Rotations allows students to select activities and work in small multi-age groups with staff and community volunteers to further their interests and develop their passions. All students are engaged in their activities and proud of their achievements which are demonstrated at the showcases held each semester.

The 2019 Attitudes to School Survey indicates that we have excellent standards of student learning confidence, sense of inclusion and connectedness of students to their peers and high perception of student safety. The school had a focus on improving students perception of Stimulating Learning which increased from 80% to 83%. Student's perception of Student Voice and Agency (75%) and Differentiated Learning Challenge (85%) have stayed at similar levels to the previous year and so the work around these areas will continue. We have school-wide positions of responsibility for all Year 6 students, rotating positions of responsibility for all other students as well as opportunities for all students to work in teams and support each other. Staff reflect and act on feedback from school based student surveys to improve the teaching and learning environment. Students were also authentically engaged as stakeholders in the School Review process via forums and surveys.

The 2019 Parent Opinion Survey indicated that 96% of parents were satisfied with the school and with their child's schooling overall. This included an excellent response for student connectedness to peers, student motivation, behaviour management, learning focus, opportunities for extra-curricular activities and engagement at this school. Strategies such as information on the benefits of regular attendance in the newsletter, records of attendance in Semester reports and phone calls to parents are in place to support students to arrive at school on time in order to minimize unexplained absenteeism. The school sent email messages requesting parents to notify the school of any absences and staff make phone calls after two days absence to check in with families. Parents choosing to take family holidays apply to the principal and school work is provided for any extended periods.

Wellbeing

Developing emotional intelligence and increasing skills such as resilience and empathy are paramount for preparing students for the future. Specific programs such as our leadership program for Year 6 , Values For Life for Years 3/4, Zones of Regulation, Inner Coach/Inner Critic and the introduction of Positive Psychology - Character Strengths program teach students life-skills. Our school has a restorative approach to behaviour management with the Respectful Relationships Program being introduced across the school to complement whole school well being. We achieved full accreditation for the Victoria Healthy Together Achievement Program in 2017 and continually monitor our performance against the standards.

Our Kindergarten program enables us to ensure a smooth transition to Foundation. Buddies are assigned from Year 4 and activities take place in both the school and kindergarten from Term 2 to 4 and into Foundation and Year 1. Parents are encouraged to participate in a wide range of school programs and activities. Having parents connected to the school assists the well-being of their children.

The student garden is central to well-being with students given the opportunity to plant, nurture and harvest herbs, fruit and vegetables in order to prepare and cook. Learning sustainability practices are important for students to contribute to a better future. Our staff work together and ensure students strive to demonstrate the school's values of Responsibility, Respect, Integrity, Inclusion and Life-long Learning.

Students graduating in 2019 enrolled at a range of local government and independent schools with Year 6 Exit Survey and parent comments indicating they had made a successful transition to secondary school. The 2019 Student Attitudes to School Survey indicated students have very high sense of inclusion 87% and 81% of students have a sense of confidence. The high level of parent satisfaction is attributed to engaging with parents in many ways including

involving them in the School Review process via forums, surveys and interviews.

The 2019 School Staff Survey demonstrated the extent to which staff are positive; are actively involved in activities; and promote a culture that is conducive to improving student outcomes with 89% of staff indicating they were positive about the school climate.

Financial performance and position

Mount Pleasant Road Primary School and Kindergarten maintained a very sound financial position throughout 2019. The 2019 - 2023 new School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The School Council operates the Three Year Old and Four Year Old Kindergarten and this is reflected in the Locally Raised Funds and Salaries and Allowances.

The financial Performance and Position report shows an end of year surplus, with many staff in the early years of their careers. The school received a small amount of Equity Funding and English as an Additional Language funding which contributed towards the employment of a Learning Specialist and a full time Literacy Intervention program. Additional class resources were also purchased in readiness for the predicted growth of student population in the previous year and additional funds are being committed to future building and ground upgrades e.g. playground upgrades.

For more detailed information regarding our school please visit our website at

<https://mtpleasantroadps.vic.edu.au/>

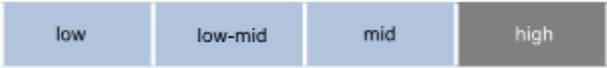
Performance Summary

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	
<p>Enrolment Profile</p> <p>A total of 424 students were enrolled at this school in 2019, 210 female and 214 male.</p> <p>37 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes	Similar 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 School Comparison</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>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>Below </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>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>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>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>24%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>64%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>65%</td> <td>21%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>47%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>18%</td> <td>47%</td> <td>35%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	21%	56%	24%	Numeracy	15%	64%	21%	Writing	15%	65%	21%	Spelling	21%	47%	32%	Grammar and Punctuation	18%	47%	35%	<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> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <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>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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>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>Similar School Comparison 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>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>94 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	94 %	93 %	93 %	93 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	94 %	93 %	93 %	93 %	93 %										

Performance Summary

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Wellbeing	Student Outcomes	Similar 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>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Similar ●</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	\$3,500,180
Government Provided DET Grants	\$764,915
Government Grants Commonwealth	\$8,700
Government Grants State	\$271,168
Revenue Other	\$35,336
Locally Raised Funds	\$501,880
Total Operating Revenue	\$5,082,179

Funds Available	Actual
High Yield Investment Account	\$489,798
Official Account	\$85,682
Other Accounts	\$7,521
Total Funds Available	\$583,001

Equity ¹	
Equity (Social Disadvantage)	\$14,531
Equity Total	\$14,531

Expenditure	
Student Resource Package ²	\$3,138,880
Books & Publications	\$394
Communication Costs	\$11,425
Consumables	\$108,249
Miscellaneous Expense ³	\$244,420
Professional Development	\$27,976
Property and Equipment Services	\$274,851
Salaries & Allowances ⁴	\$461,681
Trading & Fundraising	\$73,787
Utilities	\$32,845
Adjustments	\$4,343
Total Operating Expenditure	\$4,378,851
Net Operating Surplus/-Deficit	\$703,329
Asset Acquisitions	\$0

Financial Commitments	
Operating Reserve	\$188,407
Other Recurrent Expenditure	(\$811)
Funds Received in Advance	\$3,400
School Based Programs	\$7,000
Funds for Committees/Shared Arrangements	\$25,000
Asset/Equipment Replacement < 12 months	\$190,500
Maintenance - Buildings/Grounds < 12 months	\$150,000
Total Financial Commitments	\$563,496

- (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)

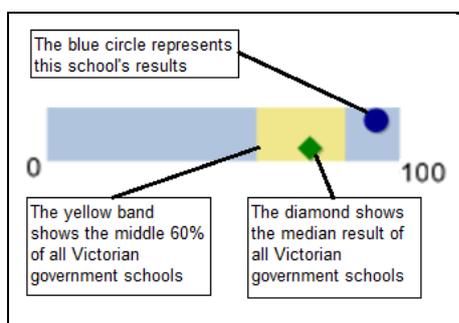
Engagement

- 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').