

# 2019 Annual Report to The School Community



**School Name: Cranbourne Park Primary School (4887)**



- 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 July 2020 at 03:10 PM by Ross Carlson (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 31 August 2020 at 12:39 PM by Sam Flavel (School Council President)

## About Our School

### School context

Cranbourne Park 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 and parents and carers 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.

At Cranbourne Park Primary School our vision is to be the primary school of first choice in Cranbourne. We seek to provide a safe, supportive and friendly environment and an engaging and effective teaching and learning program.

Cranbourne Park Primary School's mission is "To give every child the opportunity to be the best they can be."

Cranbourne Park Primary School's objective is:

- To promote a safe and supportive learning environment.
- For all children to achieve to their full potential
- To foster a sense of belonging and connection to school and the wider community
- To develop in the children confidence, compassion and the ability to get along with, respect and accept others

Cranbourne Park Primary School's values focus on respect:

- Respect for yourself
- Respect for others
- Respect for learning
- Respect for the environment

Established in 1962 Cranbourne Park Primary School (formerly Cranbourne North Primary School) is situated within the City of Casey 45 kilometres south east of Melbourne. The school serves an established, low income residential area. There are a number of both government and non-government schools in close vicinity to our school, the nearest other government primary school being only a ten minute walk. Despite this, approximately two thirds of our students walk past another primary school to attend our school. In 2019 our staffing profile comprised 3 Principal Class, 2 Learning Specialists, 1 Leading Teacher, 21 full-time and 6 part-time teaching members. Our Education Support Officers totalled 16, comprising 4 full-time and 12 part-time staff. We also have a part time Chaplain. The enrolment of the school was steady throughout 2019 with 402 students enrolled at our school as at the August 2019 census.

School facilities consist of refurbished administration facilities, seventeen permanent classrooms (six in our Building the Education Revolution (BER) facility, four in in south building wing and seven in the north building wing), a mod 5 relocatable, an art and craft room and a library. In addition we have a gymnasium with full size courts, a stage and multi-purpose room. In 2019 the south end of the BER was also converted into a classroom due to our growing numbers. The gymnasium is regularly used out of school hours by a range of community groups and clubs and hosts a school facilitated pre-school play group during school hours. The school continues to invest in providing comprehensive Information and Communication Technology (ICT) resources and in establishing computer networks. Facilities include two fixed computer labs totalling 55 touchscreen desktops, seven computer pods providing 137 notebooks for student use and classroom support across the school and a class set of iPads. Interactive teaching and learning screens are installed in all teaching spaces and in the meeting room. The redevelopment of a science / environmental garden continues with the space being utilised during lunchtime activities and to support classroom teaching and learning programs. Extensive sealed areas provide four square courts, basketball courts and a netball court. A total of four playground areas service the developmental needs of all students. Built facilities are complemented by a large oval, treed gardens and grass play areas. The school is organised around the Victorian Curriculum with 20 classes across Foundation (Prep), 1/2, 3/4 and 5/6 grade levels. The school is divided into four teaching and learning teams – Foundation, 1/2, 3/4 and 5/6, led by a teaching member of that team. The average class size is around 22 students. Teaching specialist areas are Health and Physical Education, The Arts, Digital Technologies (ICT) and Indonesian Language.

Additional classroom teaching support is provided through two part-time Learning Support teachers, an English as an Additional Language (EAL) specialist and Education Support (ES) staff who support identified students on the Program for Students with Disabilities (PSD) program, provide classroom support in Foundation and junior classrooms and implement a number of learning support programs. The learning support programs provided by ES under teacher supervision are; the Speech Therapy Assistance (STA), Bridges Literacy and Bridges Numeracy. In addition a number of student leadership and development programs operate. These include School and House Captains, Student Representative Committee (SRC), Peer Mediators and "I Sea, I Care" Ambassadors for the Dolphin Research Institute.

Brenda Botterill (an external consultant) continued as our numeracy coach. In this role she provided whole school professional learning, classroom and leadership coaching and parent information sessions. Brenda also led the implementation of the Bridges Numeracy intervention program.

### **Framework for Improving Student Outcomes (FISO)**

In the 2019 school year "Building practice excellence" (Excellence in teaching and learning) was the school's major focus, with a minor focus on "Positive Climate for Learning".

Work relating to excellence in teaching and learning was extensive and addressed through a number of key improvement strategies. Teacher knowledge and understanding of the Victorian Curriculum was deepened through outsourced Curriculum Day activities and after school professional learning sessions. Many of these were focused on numeracy and conducted by our external consultant Brenda Botterill. Staff were able to use their enhanced knowledge of the curriculum to create engaging and effective teaching and learning programs. The use of WALT (We Are Learning To) and WILF (What I'm Looking For) was strongly linked to the Victorian Curriculum and used throughout the school and evidenced in all staff work programs.

Teachers continued to work collaboratively in teams to enhance their analysis of data. Student growth and achievement was recorded in team teaching and learning plans each term, and analysed in PLT meetings, enabling staff to share their knowledge and expertise, up skilling their colleagues. Furthermore, data was moderated within teams, again building consistency and improving teacher knowledge.

High impact teaching strategies were a focus of staff professional learning throughout the year and best practice was built into school documentation. Teams worked collaboratively to develop their knowledge of the HITS, with each team choosing two separate hits to develop and include in the professional development plans. This included many discussions, professional readings and actions plans.

Our external critical friend has continued to facilitate student free days and staff professional learning sessions, and has worked with individual teachers and teaching teams to successfully embed numeracy strategies into the school mathematics curriculum.

A number of key improvement strategies were utilised to enhance our positive climate for learning. A major focus was on building high expectations for regular attendance and punctuality and wide-ranging strategies are utilised including regular articles in the newsletter, posters around the school, lucky dips at assembly, HERO (Here, Every day, Ready to learn, On time) wrist band awards, certificates, celebratory morning teas and a special lunch and class incentives. Students have developed greater student voice in learning and understanding of themselves as learners through shared goal setting and choice in presentation of learning.

The development of student leadership skills and widened opportunities for participation in decision making occurs through:

- specific leadership programs for grade 5 and grade 6 children organised by staff,
- ongoing training for Peer Mediators
- enhanced Student Representative Committee (SRC) responsibilities across the school
- increased student leader responsibilities including the running of the weekly whole school assembly

- participation in the “I Sea, I Care” ambassador program, and
- student organisation and implementation of programs and activities such as our Perceptual Motor Program (PMP) and Junior School Tabloid Sports.

## Achievement

Our schooling goal continues to be to provide a safe and stimulating educational environment in which students can grow emotionally, socially and academically.

Teacher assessments of student learning are obtained using a comprehensive range of assessment tools to ensure data can be triangulated and to determine student performance as well as gather valuable information to guide future teaching. Teacher judgement of student achievement indicate the percentage of students in Years Prep to 6 working at or above age expected standards in English is below that of similar schools. In Mathematics teacher judgement are similar to the school comparison with other Victorian schools. Our 2019 Naplan data for both year 3 and year 5 students showed significant growth over the previous few years, above that of similar comparison schools.

Analysis of Naplan learning gain years 3 – 5 shows 22% of students making high growth in Reading, 3% making high growth in Numeracy, 35% making high growth in Writing and 42% making high growth in Spelling and 27% making high growth in Grammar and Punctuation. With the exception of Numeracy these are significant improvements over the previous year. Growth in Numeracy will be a focus in 2020.

Our students on the Program for Students with a Disability (PSD) all achieved their learning goals to an appropriate level for their ability. They were supported with termly Student Support Group Meetings and Individual Education Plans. Our PSD students continued to be supported by their teacher, educational support staff and other professionals as needed.

## Engagement

Throughout 2019 we continued to promote and enhance opportunities for student leadership, with the aim of promoting students’ sense of belonging to, and enjoyment of, school, as well as the development of their leadership skills. These programs include School and House captains, the Student Representative Council, Peer Mediators and Dolphin Institute Ambassadors. The profile and responsibility of these rolls has been enhanced with more initiatives such as: more responsibilities around the school, a greater role during school assemblies and additional roles and responsibilities for leaders during special events.

In 2019 we continued to see improvements in student engagement and attendance. Average absence days per student dropped from an average of almost 19 days in 2015 to under 17 days in 2019. The majority of absences are a result of illness followed by extended family holidays, often overseas and for significant periods of time.

We continued to implement a wide range of strategies to help students and regularly attend school. These included weekly awards at assembly for students that have been at school for a week, and are present at the assembly. Recipients of these awards were also recognised in the school newsletter. We also conducted termly awards and morning teas for students with perfect attendance for the term, therefore encouraging students to be at school every day. Teacher also implement class wide strategies and awards to encourage students in their classes. Parents continued to receive same day phone calls following up any unexplained absences.

Ongoing non-attendance at school is addressed through a variety of strategies including strategies such as phone calls home, letters, the provision of information and fact sheets, the development of attendance plans, referral to Student Support Service Officers and, if required, referral to the School Refusal Program. Students with 100% attendance are rewarded with a restaurant lunch in December each year.

The aforementioned strategies are expected to be reviewed and continued into the future to help maintain a focus on improved student engagement and attendance.

## Wellbeing

2019 saw significant improvements in the 'student attitude to school survey', indicating that the the programs and initiatives put in place are having a positive impact across the school. Students identified a strong sense of belonging (98% overall) and a strong sense of inclusion (99% overall). We have a wide range of programs and initiatives contributing to this success, including our "School Chaplaincy Program" where two days a week we have a Chaplain available to talk to students and work on a range of issues, concerns and social skills. We also have a full time school councilor working with identified students as well as staff and the school community to help promote wellbeing across the school. We also engaged the services of 'Life Skills Group' to run a program in classes with all students across the school. In 2019 a Leading Teacher was employed to further enhance the wellbeing programs and lead student wellbeing across the school.

In 2020, we expect to see student wellbeing further enhanced through the roll out of the 'Respectful Relationships' program, continuation of current strategies (Chaplain, Councilor, Life Skills Program) and the enhancement of these programs and initiatives led by a Leading Teacher tagged to the wellbeing role.

## Financial performance and position

Our school council's financial performance (revenue / expenditure) for the school year is as planned, however our cash budget concluded the year in a minor deficit position due to unexpected expenditure. This was due to internal building modifications to the administration building in order to comply with current disability access standards. Significant funds were received in student equity funding, and our largest expenditure investment was in teaching and education support staff to provide a contemporary, comprehensive teaching and learning program for our students. In 2019 we applied for and received a small grant to fund musical instruments. The instruments impact significantly on student engagement and music is now taught explicitly to our students.

We continue to invest in building improvements, grounds maintenance as well as learning resources. The goal of this investment is to provide contemporary, relevant and purposeful teaching and learning facilities. Despite the cash budget deficit our school continues to maintain an operating surplus reserve allowing us the ability to respond to emerging educational priorities and to allowing flexibility should any contingencies arise. The school council's financial position (funds available / financial commitments) for the school year allows for all planned and expected commitments to be fully funded.




**For more detailed information regarding our school please visit our website at**  
<https://www.cranbournepark.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

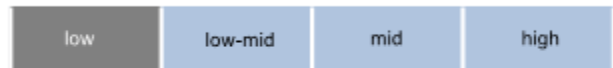
#### Enrolment Profile

A total of 413 students were enrolled at this school in 2019, 187 female and 226 male.

23 percent were EAL (English as an Additional Language) students and 6 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>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison   Above  Similar  Below</p> <p><b>Below</b> </p> <p><b>Similar</b> </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 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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p> <p><b>Similar</b> <span style="color: lightblue; font-size: 2em;">●</span></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><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p> <p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>



## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools: ■  
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● 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" style="margin-top: 10px;"> <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>16%</td> <td>63%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>32%</td> <td>65%</td> <td>3%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>48%</td> <td>35%</td> </tr> <tr> <td>Spelling</td> <td>10%</td> <td>48%</td> <td>42%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>16%</td> <td>58%</td> <td>26%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	16%	63%	22%	Numeracy	32%	65%	3%	Writing	16%	48%	35%	Spelling	10%	48%	42%	Grammar and Punctuation	16%	58%	26%	<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 style="text-align: center;">Statewide Distribution of Learning Gain (all domains)</p> <table border="1" style="margin-top: 10px;"> <caption>Statewide Distribution of Learning Gain</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>	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><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 <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></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>92 %</td> <td>91 %</td> <td>93 %</td> <td>93 %</td> <td>90 %</td> <td>92 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	93 %	93 %	90 %	92 %	89 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	93 %	93 %	90 %	92 %	89 %										

### 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 Key: ● 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><b>Above</b> <span style="color: teal; 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><b>Above</b> <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	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,878,006	High Yield Investment Account	\$205,530
Government Provided DET Grants	\$705,582	Official Account	\$17,684
Revenue Other	\$9,092	<b>Total Funds Available</b>	<b>\$223,214</b>
Locally Raised Funds	\$135,641		
<b>Total Operating Revenue</b>	<b>\$4,728,321</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$710,808		
<b>Equity Total</b>	<b>\$710,808</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,720,762	Operating Reserve	\$101,602
Books & Publications	\$2,087	Other Recurrent Expenditure	\$7,934
Communication Costs	\$13,702	Funds Received in Advance	\$47,197
Consumables	\$116,930	<b>Total Financial Commitments</b>	<b>\$156,732</b>
Miscellaneous Expense <sup>3</sup>	\$183,509		
Professional Development	\$23,836		
Property and Equipment Services	\$371,873		
Salaries & Allowances <sup>4</sup>	\$133,099		
Trading & Fundraising	\$14,186		
Travel & Subsistence	\$2,101		
Utilities	\$30,124		
Adjustments	\$426		
<b>Total Operating Expenditure</b>	<b>\$4,612,635</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$115,686</b>		
<b>Asset Acquisitions</b>	<b>\$0</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)

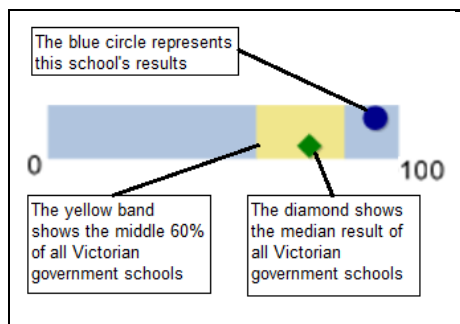
### Engagement

- 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).

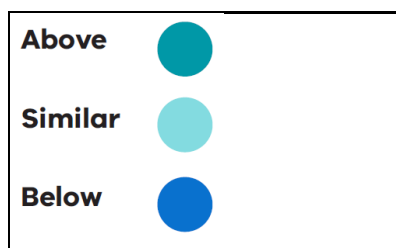


## What does *School Comparison* refer to?

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').