

2018 Annual Report to The School Community



School Name: Ripponlea Primary School (4087)



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

Attested on 01 April 2019 at 03:03 PM by Natalie Rose
(Principal)

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

Attested on 23 April 2019 at 10:20 PM by Jeremy Aarons
(School Council President)

About Our School

School context

Ripponlea Primary School is located in East St Kilda, approximately 10 kilometres south east of the Melbourne City Centre. Classrooms are set up in some open plan and often flexible learning and teaching spaces, with a range of opportunities and resources that allow students to work together or individually to achieve their desired goals. Teachers work in a partnership and have shared responsibilities when planning and teaching in such an environment. Teachers model effective strategies and learn from each other as well as collectively make improvements to enhance student learning. Our teaching teams collaborate with each other to ensure that their students are getting the best possible learning experiences with high levels of social and emotional wellbeing.

At Ripponlea PS, we promote the philosophy that all children can learn and can become effective learners. Our vision is for the students of Ripponlea to be global and creative thinkers, who are empowered with the skills and empathy to engage with an ever-changing world. They care, they create and they connect. The belief that all students have the right to learn and all teachers have the right to teach advocates for a climate of mutual respect and collaboration. Ripponlea's values of respect, resilience, integrity, open-mindedness, creativity and community empower our students to live harmoniously in a rapidly changing world.

Ripponlea PS offers an extensive curriculum (Victorian Curriculum) with literacy and numeracy central to all learning. There is an emphasis on developing life-long learners and learning how to learn is a vital component of this process. From Foundation to Year 6, students are encouraged to wonder, analyse, create and reflect and are assisted to become responsible and accountable for their own learning. Our students benefit from having teachers with a range of different experiences and skills working together in teams, to support the learning of all students. We pride ourselves in our ability to set goals, meet improvement targets and celebrate progress and success. We continually strive to improve the physical learning and teaching environment and provide adequate resources for students and staff. As a result, student learning, wellbeing and engagement, along with community spirit and ownership, are high.

In 2018, enrolments were steadily increasing with a total student population of 289. Our Foundation year is a stand-alone year, whereas the rest of the students are grouped in a deliberate multi-age structure (Year 1/2, Year 3/4, and Year 5/6). Research has highlighted the benefits for both teachers and children when learning and teaching in a multi-age classroom. Benefits include more holistic, child-responsive curriculum practices that consider the understandings, capabilities and dispositions that children need for future work skills. When working in such diverse environments we help develop multi-skilled, literate, cooperative, creative, adaptable, independent and resourceful students. Across the school we have 13 home groups. The staffing profile supported the growing enrolment trend with 13 full time teaching staff, 4 part time, 7 Education Support alongside a Principal and Assistant Principal. The school offers an extensive extra-curricular program in the Visual Arts, Physical Education, Performing Arts and LOTE - Italian.

Framework for Improving Student Outcomes (FISO)

As the first year of a new strategic plan, 2018 was about laying the foundations for future directions of the school. An ambitious AIP was created with numerous actions as part of multiple key improvement strategies. Of greatest growth was the school's overall results as indicated in the School Performance Report, which indicated that the school was moving from a moderate/low base to an overall performance group, where majority of domains and measures have been improving. The FISO Self Evaluation report indicated as a school we are moving from emerging to evolving in many areas of improvement across the school.

In 2018 the school selected the following areas of focus aligned to the Framework for Improving Student Outcomes:

Building Practice Excellence

Our school demonstrated a very strong commitment to professional learning this year through a very robust and extensive program. This has included working with external consultants such as Jenny Mackay on positive behaviour management strategies, Greg Mitchell on differentiating the learning for all students and James Pinnuck on High Impact Teaching strategies. We have also conducted many in-house sessions run by our leadership team. All staff were introduced to a consistent approach in the teaching and assessment of writing. VCOP language and tools have permeated our teaching practices and classrooms. Teams started to evaluate and analyse the data gathered on pre and post assessments to plan for differentiated learning experiences, teams began working more cohesively and starting to be more collaborative when planning and developing sequences of learning progressions to address a range of learning needs. The ability to identify a student's ZPD, has become an area for further knowledge building. Using data to inform planning and increased confidence in data literacy will be a major focus in 2019.

Shared and Instructional Leadership

2018 was a very significant year for our staff in particular, as they embraced new learning opportunities through extensive professional development, new roles of responsibility, new staffing structures, new curriculum initiatives, newly formed teams, newly appointed and developed leadership structures and roles through PLT's (Professional Learning Teams) and sub school structures, including a newly formed School Improvement Team – Leadership Team. Individual staff have accessed high level Bastow leadership courses in Literacy and the whole leadership team has been coached on Instructional Leadership through the highly intensive Professional Learning Communities initiative. A consistent approach to the implementation of Professional Learning Communities (PLC) will be used to drive school improvement and build teacher capacity with a focus on excellence in teaching and learning.

Intellectual Engagement and Self-Awareness

In 2018, Ripponlea laid the foundations for behaviour using the School Wide Positive Behaviour Framework. Framing expectations in a proactive, positive and restorative approach will continue to be the focus in 2019, but even more so, the launch of the School Wide Positive Behaviour Support framework will build a culture within the whole school that will serve as a foundation for both social and academic success. We will be emphasizing early identification and prevention of problem behaviour, directly teaching appropriate social skills to all students, and modifying or rearranging the school context when necessary to prevent problem behaviour, using a three-tiered continuum of behaviour support practices in order to prevent problem behaviour, and actively using data for decision-making. SWPBS will focus on achieving social and academic achievement outcomes by establishing data, systems, and practices. All students will receive the support they need for success based on a continuum of need and intensity.

Achievement

Ripponlea Primary School continues to ensure that all students are challenged to achieve their best and are successful and supported in their learning journey. 'Similar schools' are grouped based on the characteristics of the school, families and students, using the SFO (student family occupation index). Ripponlea has been placed in the highest cohort of 'similar schools' for comparison. In 2018, student achievement at Ripponlea Primary remained high.

Teacher Assessments (Victorian Curriculum) - From F-6, 53% percent of all students were achieving 6 months and above their expected levels in reading, 38% were achieving 6 months and above their expected level in writing and 41% of all students were performing at 6 months or more ahead of their expected achievement in number and algebra. Relative to similar schools, this places Ripponlea Primary's results above similar schools in writing, similar results in reading and well above in all three areas of Mathematics.

NAPLAN Numeracy

– Year 3: 67% of students were performing within the top two bands for Numeracy, exceeding the like school average of 60% and the state average of 45%, thus performing well-above state and schools of similar comparisons (SFOs).

– Year 5: 44% of students were performing within the top two bands for Numeracy, approaching the like school

average of 47%, whilst exceeding the state average of 32%, thus performing well-above state results.

– Growth Trend (Years 3-5): There was an increase of 6% (22-28%) in the number of students achieving high levels of growth across the two year period. Additionally, there was a reduction of 9% (31-22%) of low growth in students across the two year period. These results are extremely similar to like schools and well-above the state averages.

NAPLAN Reading

– Year 3: 63% of students were performing within the top two bands for Reading, approaching the like school average of 75%, whilst exceeding the state average of 57%, thus performing well-above state results.

– Year 5: 74% of students were performing within the top two bands for Reading, exceeding the like school average of 57% and the state average of 40%, thus performing well-above state and schools of similar comparisons (SFOs).

– Growth Trend (Years 3-5): Although the percentage of students achieving high levels of growth remained at 22%, there was a significant reduction of 16% (25-9%) of low growth in students across the two year period. These results are well-above like schools and the state averages.

NAPLAN Writing

– Year 3: 67% of students were performing within the top two bands for Writing, exceeding the like school average of 62% and state average of 51%, thus performing well-above state and schools of similar comparisons (SFOs).

– Year 5: 18% of students were performing within the top two bands for Writing, approaching the like school average of 21%, whilst exceeding the state average of 14%, thus performing well-above state average.

– Growth Trend (Years 3-5): There was a significant increase of 13% (19-32%) in the number of students achieving high levels of growth across the two year period. Additionally, there was too a significant reduction of 13% (39-26%) of low growth in students across the two year period. These results are extremely similar to like schools and the state averages.

The focus for 2019 will continue to be on embedding High Impact Teaching Strategies and maintaining and extending growth trends across reading, writing and numeracy.

Engagement

Ripponlea Primary School supports students to reach their full potential by providing a challenging, nurturing and safe learning environment and a positive school culture that is fair and respectful to engage and support their learning. Students who attend school regularly increase their engagement levels and feel connected to school on many levels.

In 2018 our student attendance rates were lower to schools with similar characteristics. Across all year levels we identified low absence rates in Year 3 and Year 4 with students having the lowest attendance rates of 88% and 89%. A number of students with additional needs impacted on the attendance data of early 2018. By the end of Term 2 the school introduced a new policy, new procedures and systems required to contact parents/carers as soon as practicable when student absence was unexplained.

Strategies put in place to support better identification of approved and unapproved attendance included:

- Parent direct access to COMPASS to record and report absence and the reasons for absence
- Student absences recorded on school reports
- Promotion of "It's not Okay to Stay Away" & "Late Arrival Reminders" through newsletters

- Introduction of PassTab for late arrivals and early departures
- Teachers monitoring and reporting immediate absence to members of the Leadership Team

All systems allowed for better tracking and monitoring processes. Certain student cases were referred to the Student Support Service officers, Koorie Education Support Officers and DET.

In 2018, parent survey responses showed over 80% positive endorsement in the areas of 'Parent participation and involvement', 'Respect for diversity' and 'School connectedness. General overall parent satisfaction with the education their child receives from our school was rated at 75% (a drop from 2017) and parents felt that their child feels safe at school at an approval of 92%. 88% of respondents felt that teachers at Ripponlea Primary expect their children to do their best and 84% endorsed the school in providing opportunities for their children to make decisions and solve problems.

Wellbeing

At Ripponlea Primary School, when it comes to the wellbeing of our students we analyse our Attitudes to School Survey to help us identify areas for improvement. Our aim in 2018 has been to focus on increasing teacher and student relationships, and to cultivate a sense of respect, resilience and emotional literacy in our students through various focus on the Personal and Social Capabilities in the Victorian Curriculum and using the framework established through the Department's resources on 'Resilience, Rights and Respectful Relationships'. The Attitudes to School Survey from 2018 highlights that we have begun to reach identified goals for improvement in the following areas:

- School Connectedness
- Management of Bullying
- Classroom Behavior
- Confidence and Resiliency Skills
- Self-confidence.

Due to our commitment in using the Personal and Social Capabilities Curriculum to deliver a rich and diverse program that develops emotional literacy, and by beginning our implementation of PBS (Positive Behaviour Support), we have seen improvements in student behaviour and wellbeing. Identified areas for improvement for 2018 included:

- building on behavioural expectations
 - o 90% of students endorsed 'My teacher sets clear rules for classroom behaviour.'
- strengthening student/teacher relationships
 - o 85% of students endorsed "My teacher helps me to do my best.'
- building student capacity to be resilient
 - o 78% positive endorsement in the area of 'Resilience'.
- cultivating respect in our community
 - o 80% positive endorsement in the area of 'Respect for diversity'.

An area for improvement in 2019 is continued improvement in behaviour, particularly in respect for one another and teachers.

Financial performance and position

Ripponlea Primary School was in a healthy financial position securing \$114,935 surplus for the 2018 school year. This was due mainly to a surplus in the SRP along with budgeted expenditure tracked and monitored carefully by the Finance committee of School Council.

Ripponlea Primary School expenditure was directly linked to identified goals and priorities specified in the 2018 Annual Implementation Plan and School Strategic Plan. Resource allocation continued to focus on student learning, building teacher and leadership capacity and student wellbeing.

The school secured a maintenance and building grant to complete internal and external painting, including a newly built ramp for the Foundation classrooms. Committed funds were targeted towards the establishment of a

Learning Deck outside the junior classrooms. Fundraising activities generated \$47,000 profit and the school received a number of special grants through the Sporting in School's program, CAR funding and Inclusive Education grants.

Overall, Ripponlea Primary School was financially well managed and is in a very sound financial position. Ripponlea Primary School is committed to continuing the provision of high quality educational opportunities, as well as upgrading the facilities to a high standard.

A small amount of Equity funding (\$5,478) was used to provide intervention to students in F-2 in the area of reading.




**For more detailed information regarding our school please visit our website at
www.ripponleaps.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 290 students were enrolled at this school in 2018, 146 female and 144 male.

12 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

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

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

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>9%</td> <td>69%</td> <td>22%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>50%</td> <td>28%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>42%</td> <td>32%</td> </tr> <tr> <td>Spelling</td> <td>23%</td> <td>42%</td> <td>35%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>13%</td> <td>42%</td> <td>45%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	9%	69%	22%	Numeracy	22%	50%	28%	Writing	26%	42%	32%	Spelling	23%	42%	35%	Grammar and Punctuation	13%	42%	45%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="536 913 1007 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>88 %</td> <td>89 %</td> <td>94 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	92 %	88 %	89 %	94 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	92 %	92 %	88 %	89 %	94 %	92 %										

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:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p> Similar</p> <p> Lower</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> <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, 2018

Financial Position as at 31 December, 2018

Revenue	Actual
Student Resource Package	\$2,161,858
Government Provided DET Grants	\$363,527
Government Grants Commonwealth	\$11,518
Government Grants State	\$11,200
Revenue Other	\$20,525
Locally Raised Funds	\$441,133
Total Operating Revenue	\$3,009,761

Funds Available	Actual
High Yield Investment Account	\$174,953
Official Account	\$54,803
Other Accounts	\$45,170
Total Funds Available	\$274,925

Equity ¹	
Equity (Social Disadvantage)	\$5,478
Equity Total	\$5,478

Expenditure	
Student Resource Package ²	\$2,021,467
Books & Publications	\$5,462
Communication Costs	\$9,321
Consumables	\$69,147
Miscellaneous Expense ³	\$256,268
Professional Development	\$33,212
Property and Equipment Services	\$288,529
Salaries & Allowances ⁴	\$136,988
Trading & Fundraising	\$51,195
Utilities	\$23,237

Financial Commitments	
Operating Reserve	\$118,318
Other Recurrent Expenditure	\$9,808
School Based Programs	\$62,609
Asset/Equipment Replacement < 12 months	\$8,400
Maintenance - Buildings/Grounds < 12 months	\$75,791
Total Financial Commitments	\$274,925

Total Operating Expenditure	\$2,894,827
Net Operating Surplus/-Deficit	\$114,935
Asset Acquisitions	\$0

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
 (2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
 (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

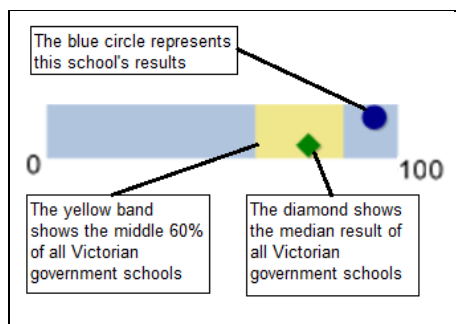
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

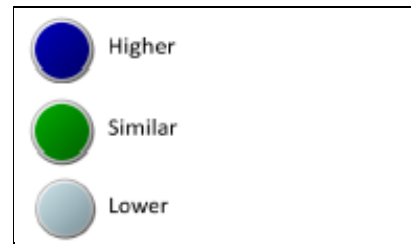


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

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

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

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

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

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