

# 2018 Annual Report to The School Community



School Name: Deer Park North Primary School (5084)



- 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 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 26 April 2019 at 01:39 PM by Elizabeth Balharrie  
(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 03 May 2019 at 12:31 PM by Troy Vandewiel  
(School Council President)

## About Our School

### School context

Deer Park North Primary School is a school of around 400 students located in the western suburbs of Melbourne. The school has a Student Family Occupation (SFO) density index of 0.75 reflecting a low socio-economic status. The school community proudly recognizes and celebrates this cultural diversity represented at the school. The school's EAL enrolment is 62% in 2018.

The School Leadership Team consists of the Principal and two Assistant Principals and two Teaching and Learning Coaches. There are 30.9 EFT teaching staff and 11.86 Education Support Staff.

The school is organised into Professional Learning Teams, which include three classes at each level from Foundation to Year 2., five Year 3/4 classes and five Year 5/6 classes. The Early Learning Centre and Play-Space provide an engaging learning environment for Foundation students. Specialist Programs are provided for Visual Arts, Auslan, Physical Education and Science/Sustainability. Students also participate in a Kitchen/Garden program.

A full-sized indoor basketball court, music room and multi-purpose space accommodate various activities such as whole school assemblies, sports and physical education program, instrumental music program and DPN Community Hub activities. The school facilities are well-maintained and cater to a range of school programs and initiatives, including Science/Sustainability & Kitchen/Garden programs, The Gratitude Garden and mindfulness program, Breakfast Club and Canteen. There are various outdoor play spaces consisting of Junior and Senior adventure playgrounds, sand pit, synthetic grass areas provide bat tennis courts, a running track and AFL football and soccer fields. Asphalt areas provide outdoor basketball and netball courts and minor games markings.

The Community Hub Program at DPNPS is in its fifth year. It continues to be well received by the school community and provides support for families to connect with services and opportunities to participate in a range of activities and programs to improve educational and wellbeing outcomes.

In partnership with our school community, it is our mission to map practical and ambitious learning paths for each child through consistency of purpose policy and practice. The school values adopted in consultation with the school community are to be respectful, be empathetic, be resilient and be your best.

### Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning - Curriculum planning and assessment

To improve on student learning achievement and growth in literacy and numeracy

KIS Consistent and collaborative planning structures and approaches to improve student learning.

KIS Curriculum planning and delivery to ensure a guaranteed and viable curriculum and consistent instructional model.

KIS Activate greater opportunities for student voice and engagement with their own learning.

Progress and Highlights

-Test data is used to guide lessons and strategy groups.

-Pre-tests are completed 1-2 weeks before the unit to guide planning and then the post test is done a week or 2 after the completion of the unit. Philip Holmes Smith has helped to create a structure for data collection and analysis.

-Peer observations have begun as well as using resources from the portal and other sites to build practice.

-Teachers are now having more discussions about data and our formative assessment is more structured and planned for within units of study.

-F&P has been used to target student needs and organise guided reading and strategy groups.

-Having the flexibility to adapt Units of study to allow for guided reading and reading strategy groups has been beneficial.

-Using Jennifer Seravello's Reading Strategies book and Jan Richardson's guided reading book in conjunction with Lucy Calkins has been built teacher capacity

-LLI and intervention in year 3/4 is working well for children at risk.

- Math in Practice is helping students understand mathematical concepts and efficient strategies.
- Jeni Wilson mid unit check ins for inquiry units are helping keep teaching on track and to check assessment against the unit understandings.
- Organising cohort data and tracking through SPA is allowing for rich discussions during planning.
- Using the data in an ongoing way to update/identify growth required is motivating and allows for targeted teaching at point of need.

#### Excellence in Teaching and Learning - Building Practice Excellence

To build teacher capacity to effectively use data to inform teaching and learning.

KIS To implement whole school approach to the generation, analysis and the use of student learning data which informs the provision of targeted learning opportunities and maximises the learning for students of all abilities.

#### Progress and highlights

- SPA allowing us to monitor and plan our lessons more effectively.
- Purposeful questioning in numeracy sessions is built in to each lesson
- Being persistent and facing challenges has been a focus for children and their learning
- Math in Practice, Vic Curriculum and Peter Sullivan- using all three to structure lessons has improved practice and consistency across the school.
- Numeracy portal to support our existing program has been used.
- Essential learnings established and require ongoing work. Student and teacher confidence has improved as a result of seeing pre and post test data.
- We need to continue to source the portal to enhance the work we are doing.
- Increased focus on guided reading, using the Jan Richardson Model has greatly improved data.
- Increased use of agreed upon vocabulary in maths as well as using Math in Practice has been positive
- Specialist teachers have begun to develop rubrics on SPA.

#### Positive climate for learning- Setting expectations and promoting inclusion

To build a safe, supportive and inclusive environment for all school community members.

KIS To establish a consistent approach and understanding of positive behaviour and engagement practices amongst all members of the school community.

#### Progress and Highlights

- CASEA is being implemented in some levels of the school
- We will continue to build community work in regards to cultural backgrounds.
- The House token system is working well and is promoting team work and reinforcing expected behaviours.
- Student Learning Conferences were very positive as the students took ownership of their learning and communicated this to their families.
- Calm spaces have been created in all classrooms and we need to continue to imbed consistent practice across the school.
- Calm music for transition time is working well, after break times.
- Foundation maths kits launch was a celebration and creating partnerships with families was successful on this day.
- Celebrating culture, creating partnerships with families was successful as part of inquiry in Foundation. This included families as guest speakers.
- Compass text messages have worked well as a follow up for unexplained absences as well as tracking behaviour across the school.
- Year 5/6 gratitude journals have been positive and a good reflective tool.

### **Achievement**

The school provides a strong focus on improvement of student learning outcomes, with particular emphasis on achieving above expected growth for all students in Literacy and Numeracy.

- In Years Prep to Year 6, teacher judgement of student achievement in English was lower than like schools and

in Mathematics was similar in School Comparison.

- The NAPLAN Year 3 results were lower in the school comparison for Reading and Numeracy.
- The NAPLAN results for Year 5 in Reading and Numeracy were similar in the School Comparison and lower in Reading 4-year average.
- NAPLAN Learning Gain Year 3 - 5 - Reading and Numeracy results showed students with high gain was 13% and 17% respectively. Low gain in reading and numeracy was 32% and 30% respectively.

School leadership and teaching teams have been working to establish and maintain a calm and orderly learning environment across the school.

Professional Learning Teams and school-based coaches meet regularly to plan units of work based on the learning needs of students in each cohort. Structures have been put in place to ensure comprehensive collection of student achievement data.

Assessment data is used to inform curriculum planning or targeted learning opportunities.

-Pre and post tests are now more closely aligned with our essential learning and are used for unit planning to target point of need. We need to continue to evaluate tests to ensure they are connected to unit understandings and provide us with the data we require. We will continue the partnership with Philip Holmes- Smith. The PLC initiative is new to staff and will be used next year to assist with the work we have begun on data analysis.

-Professional knowledge is being guided through the use of Math in Practice, Jan Richardson guided reading and Lucy Calkins reading and writing. The literacy and numeracy portals are being used to supplement these resources.

-Targeted guided reading groups to support students at risk have been created and the structure of the day has been adjusted to make cross class groups possible in Year 3-6.

-Professional development has been provided for teachers around the implementation of peer observations and these have begun in PLTs. This will be built on next year.

-Pre and post test data is being shared with the students and this has been a great motivator of learning. The children now comment on what is next to learn rather than "I can't do it".

-Teachers are reflecting more on their practice and collaborating within teams is continuing to expand.

-Guidance in developing a planning schedule for literacy and numeracy for teaching teams to complete and cross team collaboration and will continue.

-We are working to develop a more consistent approach in Word Study across the school. Words their Way or something that can be used through the school will be sourced.

-Coaching for teachers in Literacy and Numeracy is included across teams not just within teams.

-Continuation of work on guided reading across the school, including analysis of running records to inform teaching.

-Continue to work on essential learnings for each unit and build this in more with pre and post tests.

-IPads have been provided for specialists to record data on student learning.

## Engagement

The average number of Student Absence Days for DPN students was Similar to schools with students having similar characteristics. The average attendance rate ranged from 89% for Year 6 – 92% for Years 4 & 5.

The school's Student Attendance Policy aims to maximize student learning opportunities and performance and provides clear guidelines & procedures to support regular attendance and reduce unnecessary absences. The whole-school focus on student attendance is personalized, where each classroom teacher is responsible for monitoring absences. This includes follow up calls to parents or carers of students with a poor attendance rate.

The school recognizes that learning opportunities are maximized when students are fully engaged and personal wellbeing is valued.

The school will continue to:

- Intervention Team- weekly scheduled meetings to discuss children and monitor progress in all areas of school life
- provide professional learning opportunities for staff in strengthening student agency
- within the whole school Inquiry Lens Document, ensure inquiry units are developed around student interest and questions

- maximise access to technology resources
- provide personalized and engaging learning programs
- build positive classroom relationships with students
- offer the Drumbeat program

In 2019 we will continue to raise the profile of our school values and look at ways to embed SWPB within current curriculum program. In addition to the mindfulness program provided to all classes, we will build on the mindfulness training for teachers by introducing exercises/activities prior to meetings ,PLCs etc. Circle time will be promoted as a regular practice across the school.

We plan to create a calendar that has significant cultural events across the year so we can be more mindful of our community and their special celebrations.

## Wellbeing

The results for Students Attitudes to School – Sense of Connectedness for 2018 is similar to like schools in the School Comparison.

The Student Attitudes to School – Management of Bullying result is similar in the School Comparison for 2017-2018 (2-year average).

The school is implementing a range of strategies to further develop and maintain a safe, secure and orderly learning environment through practices highlighted in the SSP. As part of the school's SSP and implementation of Positive School Wide Behaviours, the school community is implementing the school values – Be Respectful, Be Empathetic, Be Resilient and Be Respectful. The school provides excellent resources and programs to make transitions of students coming to school, moving through the school and those exiting, a smooth and seamless process.

In addition, the following initiatives are continuing and being embedded into the school curriculum:

- A timetable that promotes healthy lifestyle practices, timely & regular breaks i.e. "brain break" and healthy snack break; play before lunch.
- The "Green" school canteen policy and Kitchen/Garden program.
- The Student Engagement program including School House System initiative, "House Spirit".
- The Gratitude Garden & Mindfulness program (Term 1 for the whole school)
- PLT Planning for differentiated learning in all classrooms supported by tracking and monitoring of student achievement data
- Inquiry Learning program
- CASEA and SWPBs

In 2019 we plan to introduce Respectful Relationships and Berry Street model across the school to complement our work with CASEA and SWPB. We will continue with the Drum Beat program to further build students' confidence and resilience.

The student engagement program, led by the Student Engagement coordinator will focus on student voice and agency as well as targeted initiatives to address student needs.

## Financial performance and position

The SRP was in surplus in 2018. Through effective management of the SRP, the school has provided resourcing to support the initiatives and strategies outlined in the school Strategic Plan. This has included the provision of an additional Assistant Principal - teaching and learning and a Leading Teacher - Student Engagement. Funds have been allocated to the improvement of learning environments as well as additional equipment and resources to support Literacy and Numeracy programs.

Equity funding has enabled the school to establish a strong intervention program in Literacy. This includes an LLI trained teacher and support teacher. Extensive resources have been purchased to ensure that the required materials are readily available.

The community Hub has continued in 2018 supported by Community Hubs Australia with additional funds towards the salary of the Hub Leader.

For more detailed information regarding our school please visit our website at  
[www.deerparknthps.vic.edu.au](http://www.deerparknthps.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 390 students were enrolled at this school in 2018, 186 female and 204 male.

62 percent of students had English as an additional language and np percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	79.6	85.1	78.3	91.6

### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	56.1	77.7	66.6	86.7

**Key:** “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	72.4	90.1	82.6	95.3	Lower
Mathematics	85.8	91.1	84.0	96.4	Similar

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	45.2	76.5	62.0	89.2	Lower
Year 3	Numeracy (latest year)	29.0	72.5	53.6	87.5	Lower
Year 5	Reading (latest year)	42.4	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	22.4	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	47.3	71.4	57.6	83.6	Lower
Year 3	Numeracy (4 year average)	30.8	65.7	51.2	80.0	Lower
Year 5	Reading (4 year average)	35.0	61.2	47.0	75.5	Lower
Year 5	Numeracy (4 year average)	29.2	54.8	39.2	71.4	Similar

### NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of



their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	31.9	55.3	12.8
Numeracy	30.4	52.2	17.4
Writing	45.8	43.8	10.4
Spelling	40.4	48.9	10.6
Grammar and Punctuation	48.9	36.2	14.9

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	18.3	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	17.8	15.2	13.2	17.8	Similar

### Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	90	91	91	91	92	92	89

## WELLBEING

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	76.5	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	75.8	81.7	73.8	88.7	Similar

**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	70.5	81.2	72.2	90.3	Lower
<b>Percent endorsement (2 year average)</b>	72.1	81.8	73.7	89.7	Similar

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$3,814,586
Government Provided DET Grants	\$1,136,763
Government Grants Commonwealth	\$1,229
Government Grants State	\$0
Revenue Other	\$20,707
Locally Raised Funds	\$167,329
<b>Total Operating Revenue</b>	<b>\$5,140,614</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$1,031,088
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$1,031,088</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,741,556
Adjustments	\$0
Books & Publications	\$86,930
Communication Costs	\$10,723
Consumables	\$112,198
Miscellaneous Expense <sup>3</sup>	\$447,657
Professional Development	\$25,608
Property and Equipment Services	\$461,764
Salaries & Allowances <sup>4</sup>	\$65,047
Trading & Fundraising	\$14,602
Travel & Subsistence	\$0
Utilities	\$37,953
<b>Total Operating Expenditure</b>	<b>\$5,004,038</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$136,576</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$728,791
Official Account	\$87,741
Other Accounts	\$490,350
<b>Total Funds Available</b>	<b>\$1,306,882</b>

Financial Commitments	Actual
Operating Reserve	\$168,915
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$182,967
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$30,000
Capital - Buildings/Grounds < 12 months	\$925,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,306,882</b>

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 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, including:
  - 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) factors:
  - 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.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').