

# 2019 Annual Report to The School Community



School Name: Overport Primary School (4780)



- 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 21 October 2020 at 01:59 PM by Julie Gleeson (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 26 October 2020 at 10:16 AM by Jenny Sidwell (School Council President)

## About Our School

### School context

Overport is an inclusive school community, situated in Frankston, and is committed to providing engaging and challenging opportunities that support individuals to achieve their full potential as lifelong learners. We strive to achieve the best educational outcomes for all students. Our school is committed to work with children as individuals, adapting programs to their specific needs. Our 734 students are supported within 30 classes Foundation to year 6 by a highly professional staff, comprising of a principal and two assistant principals, 39 full time and 11 part time teaching staff of which we have 2 Leading teachers and 3 Learning Specialists and 11 education support staff. Classroom programs are designed to support individual needs and are enriched by a number of specialist and support programs which include: Health and Physical Education, Visual Arts, Performing Arts, Technologies, LOTE (Japanese), a wellbeing program and a literacy intervention (LEAP –Literacy Enrichment Assistance Program) and a maths intervention assistance program (MAPs). Our three international students are supported within the current class programs.

The staff are dedicated and committed to developing a learning environment which maximises the overall educational needs of our students and endeavours to achieve the best social, emotional and educational outcomes for them. Our school is committed to working with students as individuals, adapting programs to their specific needs through a differentiated approach to curriculum and instruction. Our teachers plan in strong teams together and share experiences across year levels. Our leadership team has a shared vision that ensure a focus on building teacher capacity and curriculum delivery. The Principal and Assistant Principals meet weekly to discuss school operations, curriculum and wellbeing. Our leadership team comprising the school Principal, Assistant Principals, Leading Teacher and Learning Specialists meet on a fortnightly basis to review data, discuss curriculum and wellbeing expectations and to plan professional development. Our Professional Learning Communities compromise of year level teams who meet twice a week, whole school professional development meetings (staff meetings), that meet once a week and passion teams (curriculum teams) that meet several times during the term. Our passion teams deliver upwards of 80% of our staff professional development. Our SSP goals are designed to improve student learning outcomes in Literacy, Numeracy and to improve student engagement and agency in learning.

In recent years the school has undertaken a major building program that has seen a complete rebuild of the school. The classrooms are designed with flexible learning spaces that offer the opportunity to embrace innovative practices throughout the school. The school also provides a multi-purpose hall, and a well-equipped Library, Visual Arts room, Performing Arts room and Computer hub. We accommodated our 738 students in 30 classes.

Our parents support the school through involvement in classroom programs, fundraising, sports activities, camps and excursions, and numerous other activities. Our School Council and its sub-committees are highly active. We conduct fortnightly 'Parent Voices' meetings on a range of topics to help capture an understanding and expectation from our community. Our Special Events sub-committee is responsible for fundraising and community events. Our Buildings and Grounds committee has supported the development of an Indigenous Garden, which was completed and officially opened with a smoking ceremony late last year. This complements our other outdoor learning areas such as a biodiversity garden, a Japanese garden and vegetable garden which provide learning opportunities for our students as well as ensuring the aesthetic appearance of the grounds and can be linked to student learning.

Students are encouraged to act responsibly, showing respect for people, the environment and public property. A strong approach to wellbeing, which includes Restorative Practices, is designed to support student social competencies across the school. Our school rules are: Be Safe, Be Respectful, Be Responsible, Be a Learner. These are designed to ensure a consistent and explicit approach to school behaviour expectations. We capture student voice through the following forums: Student Representative Councils, various student leaders (School Captains, etc), Student Health Ambassadors, Wellbeing and Curriculum related student surveys, student conferencing and formal meetings with the Principal or Assistant Principals.

The School Council and staff emphasize school spirit and a sense of pride in effort and achievement.

## Framework for Improving Student Outcomes (FISO)

The four state-wide priorities of Excellence in teaching and learning; Professional leadership; Positive climate for learning; and Community engagement in learning continue to be embedded within our AIP.

### Building Practice Excellence

KIS 1: Build teachers' capacity through a peer observation and feedback program in the HITS Explicit Teaching.

KIS 2: Build teachers' assessment practice and capacity to analyse data to meet student needs.

### Progress and highlights:

We continued to implement our peer feedback and observation program to build teachers' classroom practice and abilities using an agreed model of observe and provide effective feedback. We focussed on using the HITS Explicit Teaching and introduced the HITS Student Goal Setting. Staff marked themselves on the continuum for Student Goal Setting prior to commencing and again at the end of the year. There was a strong swing in a positive direction with an indication of greater understanding of explicit teaching and its capacity to drive improvement in student outcomes. More work is required to fully develop their capacity in Student Goal Setting. This will form the next body of work. A whole school assessment schedule is being utilised. Data discussions are undertaken regularly within common planning times to drive point of need teaching. Staff have begun exploring the benefit of using the ATLAS data protocols to analyse data and drive planning.

The student criterion scale to assess students' writing levels was modified. Some inaccuracies were highlighted in the criterion scale and this impacted on effective assessment of writing. Therefore, further work will be undertaken in 2020 to ensure accuracy of assessment. Throughout the year a standardised assessment tool in numeracy was utilised through Essential Assessment to support effective moderation in assessment practices in numeracy. The Maths Continuum Tracker together with results from Essential Assessment were used to develop students' annual reports.

### Empowering Students and Building School Pride

KIS 1: Partner with the Resilience project.

KIS 2: Social and Emotional learning to be a key component of all school curriculum.

We continued to focus on improving attendance data through staff and leadership communication with parents. While we have a number of families with whom we are working closely, the data remains consistent with the previous year and we are equal to similar schools and 3% below the state. Staff will contact parents if a student is absent for three days without explanation.

Respectful Relationships will be addressed through the curriculum with a focus on respect. The Resilience Project has been fully implemented.

Staff continue to use restorative practices and a restorative approach to addressing social and behaviour concerns for all students as required. We continue to see a notable reduction in suspensions and lunchtime detentions which is clear evidence of improved socialisation.

Parents were offered another opportunity to hear about the Resilience Project at a parent forum and this was well attended. The resilience practices are embedded in all classrooms. Anecdotal comments have been made by staff around an improved gratitude and a focus on kindness by students.

## Achievement

It is clear from our Teacher Judgement and NAPLAN data that the work in reading, writing and numeracy has continued to make significant improvement for our students' results. An increase in the number of students that are above age expected level in reading, writing and numeracy has been noted in both year three and five for the same cohorts. Year 3 NAPLAN numeracy results show 54% of students are operating within the top two bands, which is above similar school and the State. In year 5 it is also above State and similar schools at 34%. In NAPLAN reading results, in year 3, 59% of students are operating in the top two bands which is above the State but 2% less than similar schools. In year 5, 41% which is 1% less than similar schools but slightly above State. Year 3 NAPLAN writing shows 76% of students are achieving in the top two bands which is significantly above both like schools and State. In year 5 in writing 24% are in the top two bands which is also above both like schools and State. There continues to be an

upward trend in reading, writing and numeracy in all areas including relative growth identified within our Panorama school report.

A strong focus on Literacy and Numeracy continued to be implemented with the following strategies:

-Through the High Impact Teaching Strategies (HITS) outlined in the Education State initiatives, we continued to focus on explicit teaching as well as Goal Setting for students. This was used as a basis for an observation and feedback program with all staff using the HITS as a measure to improve their pedagogy and practices, specifically in Literacy and Numeracy.

-Two Learning Specialists were employed to drive improvements in English results across the school. They worked with the English passion team to drive effective reading and writing programs with success. They introduced the WOW program for writing. The Big Write was used as a basis. However, both teachers and students were consulted and their 'voice and opinions' were used to modify the program. Also a new approach to teaching writing was trialed in year 2 and 6 successfully and will be implemented in 2020. We continued using a targeted literacy intervention program (LEAP) –small group focus at point of need based on ILPs. This supported students from years prep to 4. A strong focus on upskilling teachers in the use of Sound Waves was also introduced.

-Our Leading Teacher used the Mathematics passion team to drive effective numeracy teaching and learning with a strong focus on the language used for problem solving, automatic response and understanding of mathematical language. We introduced a numeracy intervention program (MAP) in years 2, 3 and 4.

All students on the Program for Students with a Disability have shown satisfactory or above achievement of their individual goals.

## Engagement

Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. This is demonstrated through our strong attendance rates across the school where we are above both State and similar schools. A strong focus on improving attendance through communication with parents was undertaken. Staff contact parents if a student is absent for three days without explanation. At 10.00 am each day an email is sent via Sentral to parents whose child is absent without explanation on that day.

Our attendance rate is significantly better than the State and similar schools, where we with between a 92% and 94% annual attendance rates across the school. Data remained consistent with similar schools. Serious concerns of absenteeism are addressed with specific SSG meetings focussing on attendance and engagement.

Our classrooms provide opportunity for open and flexible learning. This ensures students have a connection with a range of staff beyond their own classroom teachers. Workshops in year 3 to 6 targeting differentiation have further supported student engagement in their learning. Our teachers continue to plan in teams together ensuring a consistent approach to teaching and learning across the area. Student engagement measures suggest that we are higher than State and similar schools.

Throughout 2019 we have continued to explore an Inquiry approach to teaching to engage students and encourage student voice and agency. This will continue into 2020 with the use of the program "Inquisitive" that promotes an inquiry approach to topics being covered.

In the Students Attitude to School Survey of students from years 4 to 6 in the measure of "School Connectedness" there was a slight drop from the previous year. Targeted intervention and an increase in student voice and agency will be used to ascertain the students' concerns and implement strategies to address this.

## Wellbeing

Students' health, safety and wellbeing are essential to learning and healthy development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.

Overport continues its focus on wellbeing across the school and its capacity to promote a sense of connection and ownership of the students to their school and the staff within it. A Wellbeing passion team worked closely with our Assistant Principal, responsible for student wellbeing across the school, as well as school staff to ensure we are delivering a consistent approach and encouraging students to feel safe and supported at school.

Students in years 4 to 6 completed the Attitude to Schools survey and the 2019 data was generally very similar to

2018. The percentage endorsement of 'Sense of Confidence' at 81.2% and 'Sense of Connectedness' at 81.0% was slightly lower than in 2018 but 'Resilience' was rated similar at 81.3 %. The student surveys demonstrated positive results in the area of student safety. The factor 'Not Experiencing Bullying' has had two years of improved results and in 2019 was the most improved factor, improving by 4.5% since 2017. The trend data in the Students Attitude to School survey demonstrates that the students' perception of 'Safety' continues to improve.

As a Restorative Practices school, students are given the opportunity to talk through concerns, re-develop trust where it has been broken with others and express how they believe it can be repaired. Our work on the Resilience Project and our approaches in Restorative Practice continue to demonstrate a notable difference within the school culture with a significant decrease in the number of in-school detentions or suspensions. We develop positive relationships with all students and implement a 'Getting to Know You Week' at the beginning of each term. We actively promote a culture of acceptance and respect.

### **Financial performance and position**

A Credit to Cash transfer of \$ 100,000 was made at the end of 2019 which has contributed to a healthy surplus. This surplus is earmarked for future shade sails, resurfacing of the running track and tree & grounds improvements. Revenue received during 2019 included: Three international fee paying students returning \$ 16,382 in funds. Commissions received of \$ 22,000. \$172,945 in Essential Educational Items fees used for designated Educational items used by the students. \$ 5,850 received in voluntary contributions was used for grounds maintenance. \$ 45,477 was received in various fundraising ventures including junior & senior productions, RACV push carts, Christmas Market and other planned fundraising events. Expenditure: a new Toshiba copier was purchased for \$7,600. Furniture throughout the school was purchased totalling \$ 11,969. 16 x Apple iPads & 5 Smart TVs, 2 desktop computers and 2 commercial laminators purchased. 2 new Mitsubishi split systems were installed. An indigenous garden was completed at a cost of \$ 24,750. \$ 58,215 was spent on ground works and ground maintenance.

**For more detailed information regarding our school please visit our website at [www.overport-ps.vic.edu.au](http://www.overport-ps.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 725 students were enrolled at this school in 2019, 349 female and 376 male.

9 percent of students had English as an additional language and 2 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: Medium

### 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)	83.3	85.8	79.2	92.0

### 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)	74.0	79.5	68.5	87.9

**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.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

## 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	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	88.8	89.7	81.7	95.0	Below
Mathematics	86.3	90.3	81.8	95.8	Below

### 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	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	80.0	76.5	60.0	90.0	Below
Year 3	Numeracy (latest year)	74.4	67.7	50.0	84.6	Similar
Year 5	Reading (latest year)	77.3	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	70.1	59.3	41.2	76.4	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	77.0	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	65.7	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	68.5	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	62.4	56.3	40.7	71.7	-

### 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'.

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.

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 Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	24.8	44.8	30.5
Numeracy	13.7	58.8	27.5
Writing	18.7	45.8	35.5
Spelling	19.0	42.9	38.1
Grammar and Punctuation	22.9	45.7	31.4

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

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	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.2	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	14.5	15.5	13.5	18.2	-

### Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	91	93	92	94	93	93	93

**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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	76.3	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	84.2	81.4	73.9	88.1	-

**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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	74.3	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	82.1	81.7	74.4	89.1	-

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$5,316,847
Government Provided DET Grants	\$765,758
Government Grants Commonwealth	\$9,660
Government Grants State	\$0
Revenue Other	\$34,923
Locally Raised Funds	\$476,549
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$6,603,737</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$67,146
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$67,146</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,242,818
Adjustments	\$0
Books & Publications	\$17,962
Communication Costs	\$8,048
Consumables	\$166,560
Miscellaneous Expense <sup>3</sup>	\$457,822
Professional Development	\$30,769
Property and Equipment Services	\$370,923
Salaries & Allowances <sup>4</sup>	\$56,978
Trading & Fundraising	\$33,117
Travel & Subsistence	\$60
Utilities	\$53,941
<b>Total Operating Expenditure</b>	<b>\$6,438,998</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$164,739</b>
<b>Asset Acquisitions</b>	<b>\$7,600</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$318,942
Official Account	\$38,970
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$357,912</b>

Financial Commitments	Actual
Operating Reserve	\$179,455
Other Recurrent Expenditure	\$3,346
Provision Accounts	\$0
Funds Received in Advance	\$5,583
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$135,000
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>\$323,384</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 26 Feb 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, 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 '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, Community Schools and schools that changed school type recently, 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').