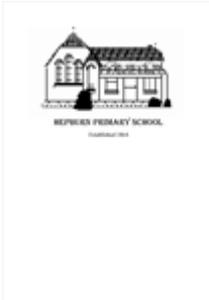


2018 Annual Report to The School Community



School Name: Hepburn Primary School (0767)



- 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 Regulation 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 12 March 2019 at 01:20 PM by Robert Walsh
(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 Regulation 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 20 March 2019 at 03:43 PM by Rebecca Pedretti
(School Council President)

About Our School

School context

Hepburn Primary School is a dynamic rural school with a community committed to providing quality education for all. The Student Family Occupation and Education (SFOE) is 0.47 and is trending down. The school had an enrolment of 84 children as of Census 2018, peaking at 88 during the year. This is an increase from 57 children as of Census 2016. The 2018 grade structure was as follows: Grade F/1, Grade 1/2, Grade 3/4, Grade 4/5 and Grade 6. The staffing profile is currently 1 teaching principal, 5 classroom teachers, 0.4 specialist teacher, 0.4 chaplaincy, 0.79 teacher aide and 0.63 administrative support. Classes are based on a traditional rural school model of multi-age grades. Hepburn Primary School is committed to providing a safe, healthy and happy educational environment where all children are cared for and valued as individuals.

The school provides a comprehensive curriculum across all learning areas, underpinned by literacy and numeracy. Significant investment in the FISO area of Excellence in Teaching and Learning ensures evidence based pedagogical approaches. Educational consultants Andrea Hillbrick, Anne Hammond and Jan McVitty are utilised to ensure we achieve this. Daily 5 and CAFÉ reading, Words Their Way-spelling and Seven Steps to Writing Success and a numeracy lesson instructional model form part of our programs.

Children have access to specialist programs in music, art, drama, physical education, library, Italian and MiniLit and MultiLit (specialist reading tutoring programs). Initiatives such as Cook in a Box, Move Dream Create and Robotics enhance engagement and allow children to flourish in a variety of curriculum areas.

The children have an extensive camping program. Camping opportunities include Canberra Camp, Camp Wyuna, The Sovereign Hill Experience and the Lady Northcote camp. Hepburn Primary School recently joined the Wathaurung Sport Cluster. This enables children access athletics, cross-country, tennis, basketball, soccer, netball, football and swimming competitions and the opportunity to progress to higher levels.

Hepburn Primary School has established transition programs with the local kindergarten and secondary school. The reading and play based transition program between the local kindergarten and the Year 5/6 children is an extremely rewarding for all involved. The local secondary school provides many opportunities each term for the Year 5/6 children to attend whole day activities.

The school commenced the implementation of the School Wide Positive Behaviour and Bounce Back social skills and welfare programs. Bounce Back promotes positive mental health and student wellbeing, providing students with practical strategies and life skills to handle challenges and adversity encountered. The SWPBS initiative in Victoria aims to build and maintain:

- safe, inclusive, highly predictable and orderly learning environments
- positive school and classroom learning environments as platforms for improved engagement, wellbeing and learning outcomes for all students
- School-wide systems for early identification and intervention for students at risk of disengagement from learning.

Hepburn Primary School continues promotes the recently determined values of Respect, Perseverance and Kindness. These values are incorporated into learning programs, which develop the children's' social skills. The School Chaplain plays a vital role in coordinating this work.

All staff recently completed inclusive education training eLearning modules. The Inclusion Boost provided by the Government was utilised to purchase 10 iPads to support student learning. The children have access to 26 leased touchscreen netbooks, ensuring a blended and engaging learning environment. The Daylesford Out of Hours Care utilises our facilities. Running their after-hours school care and holiday programs from our site.

Hepburn Primary School is committed to building strong and positive relationships with our local community. Parents, family and community members are always welcome into our school and are encouraged to participate in a

Hepburn Primary School (0767)

wide range of activities.

Students, staff, parents and the community are extremely proud of the school and we look to the future with anticipation and expectation of growth in all aspects.

Framework for Improving Student Outcomes (FISO)

Significant investment in the FISO area of Excellence in Teaching and Learning ensures evidence based pedagogical approaches. The two key improvement strategies for 2018 were as follows:

*Maximise the learning growth of every student in literacy and numeracy, through a consistent whole school approach to learning and teaching.

*Improve student engagement through the use of effective assessment and curriculum delivery strategies.

Learning Walks were completed for the first time at the school. This was linked to our numeracy strategic direction. Staff completed a See, Think, Wonder observation form for each lesson observed, and provided feedback. Anne Hammond provided PD based around guided reading and running records, observed the reading hour of each staff member and provided written feedback. Anne also spent an hour session with each staff member providing individualised coaching time. This has enhanced the implementation of our reading block hour-Daily 5/ & CAFE.

The Professional Learning Team (PLT) model is 90 minutes each week; with inquiry cycles based around effective maths differentiation and metacognition. This has been supported by Andrea Hillbrick and the Numeracy COP. As a result, staff have trailed Peter Sullivan's Open-Ended tasks, Maths 300 and developed a scope and sequence of Andrea Hillbrick's reflection prompts. Prompts and tools were then trailed in each classroom. Professional reading around the High Impact Teaching Strategies (HITS) of Differentiation and Metacognition formed part of the cycle during our PLT meetings. HITS strategies we have focused on, such as Explicit Teaching (Learning Intention & Success Criteria), Worked Examples (Fishbowl strategy) and Multiple exposures (warm up game) are evident in the classroom and formed part of the Learning Walks observation. HITS strategies were formed part of the template utilised for Classroom Walk Throughs.

Essential Numeracy Online was utilised across the school to pre and post-test, identify Zone of Proximal Development and create ILIPs for those 12 months below or above the expected standard. The Fountas and Pinnell reading benchmarking tool was also utilised across the whole school. Professional learning on the effective use of this tool, completing and analysing running records, point of need and effective guided reading and individual conferences will be supported by consultant, Anne Hammond. ILIPs to be developed for those 12 months below or above in reading and number. The ABLES assessment tool was utilised for a small cohort of at risk children. Maths Online Interview to be completed and data utilised across P-4. English Online Interview completed and data utilised across F-2.

Achievement

The school provides a comprehensive curriculum across all learning areas, underpinned by literacy and numeracy. Significant investment in the FISO area of Excellence in Teaching and Learning ensures evidence based pedagogical approaches. Educational consultants Andrea Hillbrick, Anne Hammond and Jan McVitty are utilised to ensure we achieve this. Daily 5 and CAFÉ reading, Words Their Way-spelling and Seven Steps to Writing Success and a numeracy lesson instructional model form part of our programs.

Hepburn Primary School is committed to providing excellent learning outcomes for all students. External facilitators have provided a large amount of professional development, while internal expertise are encouraged and utilised at Professional Learning Team (PLT) meetings.

Instructional models and the non-negotiable elements of lessons are being established and implemented.

Developing the instructional leadership capacity of staff has been invested in. A numeracy leader, literacy leaders and PLC leaders have been appointed and supported with quality professional development to enhance their capacity.

Hepburn Primary School (0767)

Mini Lit and Multi Lit reading intervention programs were implemented in 2018, while our Numeracy Leader is currently working towards EMU (extending mathematical understanding) accreditation. We are fortunate that the school is now in a position to offer these support programs for up to 20% of the student population.

A clear line of sight has been developed between the School Strategic Plan (SSP), Annual Implementation Plan (AIP), the Principal, and the Teacher Development Process. This ensures focused and rigorous intent towards enhancing outcomes for all children.

Our NAPLAN results demonstrated an increase in the number of students in the Top 2 bands of Reading in Year 3 (57%). Up from 30% in 2017. The greatest percentage it has been in 5 years. In 2018, this places us the same as the state and above similar and network schools. We have also decreased the percentage of children in the bottom two bands.

Our NAPLAN results demonstrated an increase in the Top 2 bands of Number and Algebra in Year 3 (43%). Up from 18% in 2017 and 0% in 2016. The greatest percentage it has been in 5 years. In 2018, this places us above the state and similar and network schools.

Our NAPLAN results demonstrated an increase in the number of students in the Top 2 bands of Reading in Year 5 (42%). Up from 17% in 2017. In 2018, this places us above the state and above similar and network schools. We have also decreased the percentage of children in the bottom two bands from the previous year.

There are always areas for improvement, and these are being addressed through the School Strategic Plan and the Annual Implementation Plan. Increasing the percentage of students achieving in the top 2 bands of NAPLAN in writing and increasing the percentage of middle and high relative growth in NAPLAN numeracy and writing between Years 3 and 5 being two areas we will be focusing our strategic intent.

Engagement

The engagement of students at Hepburn Primary School continues to be a high priority. Parents, staff and students work together to ensure a supportive and encouraging environment in which each child is valued and respected. We strive to ensure that our learning environment is engaging to all students, caters to the individual needs of all learners at their point of need building of positive relationships.

At Hepburn Primary School, we encourage the development of leadership skills within our students, particularly with those in the senior part of the school. Programs include the Student Representative Council, Student Leadership Development and the Buddy Program. In addition, all Years 5 and 6 children attend the GRIP Leadership Conference. These programs allow our students to work across grade levels to exercise and enhance their leadership skills. With these experiences, students are actively involved in our school. Roles such as School Captains and Sporting House Captains promote student ownership of our school and these student leadership positions are greatly revered.

The school runs a range of special purpose events, including the Grandparents and Special Friends day each May as well as being keen participants in the Rotary Music Concert, The Swiss Italia Festa, family barbeques and an annual Christmas concert.

Children have access to specialist programs in music, art, drama, physical education, library, Italian and MiniLit and MultiLit (specialist reading tutoring programs). Initiatives such as Cook in a Box, Move Dream Create and Robotics enhance engagement and allow children to flourish in a variety of curriculum areas.

The children have an extensive camping program. Camping opportunities include Canberra Camp, Camp Wyuna, The Sovereign Hill Experience and the Lady Northcote camp. Hepburn Primary School recently joined the Wathaurung Sport Cluster. This enables children access athletics, cross-country, tennis, basketball, soccer, netball, football and swimming competitions and the opportunity to progress to higher levels.

Hepburn Primary School (0767)

In 2018 all the Years 4/5/6 children completed the Attitudes to School Survey online. The results below indicate the percentage of positive endorsements ('agree' or 'strongly agree') by the children.

81% positive result for stimulating learning, placing us at or above similar, network and state schools.

- My teacher makes the work we do in class interesting
- My teacher makes learning fun

84% positive result for differentiated learning challenge, placing us at or above similar, network and state schools.

- My teacher understands how I learn
- My teacher helps me to do my best
- My teacher gives extra help when students need it

Wellbeing

The Chaplain has implemented Bounce Back in each classroom as part of the School Wide Positive Behaviour (SWPB) implementation. Following a process of engaging staff, students and school council (as parent representatives) new school values were established: Respect, Perseverance and Kindness. The power of three! The children have all contributed to the whole school behaviour matrix linked to these values. A whole school reward system is currently being established. Staff are reviewing the school Code of Conduct to ensure it reflects SWPB. All elements of implementation will include staff, student and parent voice.

In 2018 all the Years 4/5/6 children completed the Attitudes to School Survey online. The results below indicate the percentage of positive endorsements ('agree' or 'strongly agree') by the children.

81% sense of connectedness, placing us at or above similar, network and state schools.

- I feel proud about being a student at this school
- I like this school
- I am happy to be at this school
- I feel like I belong at this school
- I look forward to going to school

89% sense of inclusion, placing us at or above similar, network and state schools.

- I have lots of chances to be part of class activities
- I have friends at this school

90% advocate at school, placing us at or above similar, network and state schools.

- At this school, there is a teacher or another adult who cares about me
- There is a teacher or another adult at this school who believes that I can be successful
- At this school, there is a teacher or another adult who listens to me when I have something to say
- I have someone at school who I can share any problems with
- There is a teacher or another adult at this school who tells me when I do a good job

Financial performance and position

The strategic management of finances ensured the school operated within the Student Resource Package (SRP) allocated. The school did not operate at a deficit in 2018. Equity funding of \$49 000 ensured the school was able to significantly resource our focus on Excellence in Teaching and Learning and Positive Climate for Learning.

Hepburn Primary School (0767)

For more detailed information regarding our school please visit our website at
<https://hepburnps.vic.edu.au/>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

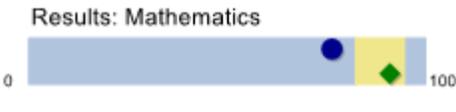
Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 84 students were enrolled at this school in 2018, 40 female and 44 male.</p> <p>0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

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>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>25%</td> <td>67%</td> <td>8%</td> </tr> <tr> <td>Numeracy</td> <td>50%</td> <td>33%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>73%</td> <td>18%</td> <td>9%</td> </tr> <tr> <td>Spelling</td> <td>9%</td> <td>82%</td> <td>9%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>-</td> <td>64%</td> <td>36%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	67%	8%	Numeracy	50%	33%	17%	Writing	73%	18%	9%	Spelling	9%	82%	9%	Grammar and Punctuation	-	64%	36%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	25%	67%	8%																							
Numeracy	50%	33%	17%																							
Writing	73%	18%	9%																							
Spelling	9%	82%	9%																							
Grammar and Punctuation	-	64%	36%																							

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="545 913 1029 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>89 %</td> <td>87 %</td> <td>91 %</td> <td>91 %</td> <td>90 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	87 %	91 %	91 %	90 %	91 %	93 %	<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> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	87 %	91 %	91 %	90 %	91 %	93 %										

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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</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	Funds Available	Actual
Student Resource Package	\$820,702	High Yield Investment Account	\$10,679
Government Provided DET Grants	\$154,577	Official Account	\$16,696
Government Grants Commonwealth	\$2,500	Other Accounts	\$33,349
Revenue Other	\$8,940	Total Funds Available	\$60,725
Locally Raised Funds	\$57,933		
Total Operating Revenue	\$1,044,652		
Equity¹			
Equity (Social Disadvantage)	\$52,020		
Equity Total	\$52,020		
Expenditure		Financial Commitments	
Student Resource Package ²	\$759,626	Operating Reserve	\$10,000
Books & Publications	\$322	Other Recurrent Expenditure	\$7,270
Communication Costs	\$2,239	School Based Programs	\$12,845
Consumables	\$28,231	Funds for Committees/Shared Arrangements	\$5,950
Miscellaneous Expense ³	\$71,652	Maintenance - Buildings/Grounds < 12 months	\$28,000
Professional Development	\$13,650	Total Financial Commitments	\$64,064
Property and Equipment Services	\$45,430		
Salaries & Allowances ⁴	\$48,784		
Trading & Fundraising	\$5,958		
Travel & Subsistence	\$104		
Utilities	\$10,277		
Total Operating Expenditure	\$986,273		
Net Operating Surplus/-Deficit	\$58,379		
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 04 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)

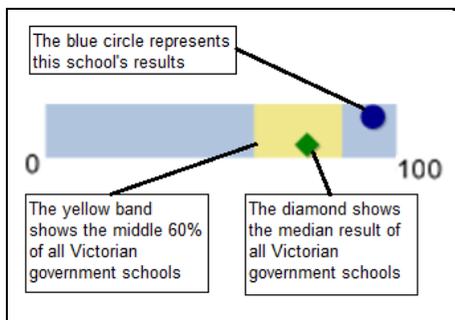
Engagement

- 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).

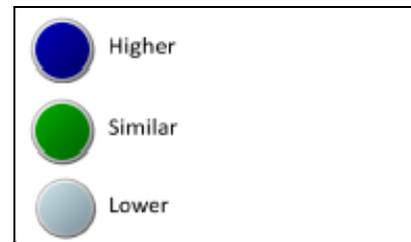


What does *School Comparison* refer to?

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').