

2019 Annual Report to The School Community



School Name: Hillsmeade Primary School (5482)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 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 19 June 2020 at 11:44 AM by Jodie Bray (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 21 July 2020 at 08:45 PM by Brooke Gniel (School Council President)

About Our School

School context

Hillsmeade Primary School is situated in Narre Warren South, 52 kilometres south-east of Melbourne. Our motto, 'Growing and Learning Together' is supported by our mission 'to provide a caring, safe and supportive learning environment for children to grow'.

Our school vision states that, 'at Hillsmeade Primary School, we aim to continually grow and learn together by: supporting individual abilities and excellence in academic achievement, celebrating diverse backgrounds and culture and becoming global citizens prepared for the needs and expectations of our ever changing society.' This vision reflects the opportunities and experiences offered at our school.

All 868 children are valued within a safe, supportive and stimulating school environment where each child is encouraged to reach their potential. At Hillsmeade our I RESPECT values are modelled and encouraged. We value integrity, responsibility, enthusiasm, success, persistence, encouragement, courage and team work. We also promote and encourage independence, active participation and leadership within our school and the local community. The school has 36% of students with a language background other than English and 1% ATSI (Aboriginal and Torres Strait Islander Students). Students are provided additional enrichment opportunities including: swimming programs, camps and incursions, cross country, athletics, choir, inter school sport and electives.

Our Early Learning Centre caters for 3 and 4 year old kindergarten children and Long Day Care. The ELC reached capacity during 2019. Our Out of School Hours Care Program provides further community support for our families and the school has a Joint Use Agreement with the City of Casey for the use of the neighbouring sporting grounds. Parent participation on school council, as classroom helpers and in support of curriculum events, is a vital part of school life.

Parent Opinion Survey percent endorsement for 2019 was 79.9%.

This school has 4 Principal class officers, 57 teaching staff and 25 Education Support staff. Staffing for the Early Learning Centre is included in this figure.

Framework for Improving Student Outcomes (FISO)

In 2019 Hillsmeade Primary School focused on FISO initiatives in the areas of Excellence in Teaching and Learning - Curriculum Planning and Assessment and Positive Climate for Learning - Empowering Students and Building School Pride. In the area of curriculum planning and assessment we continued our focus on Writing. This collaborative work included: strengthened staff induction practices, embedding the non-negotiables of practice, writing professional learning, embedding the Hillsmeade Instructional Model, monitoring Year level Writing targets and embedding newly developed Writing assessments as part of our UMNOS partnership. This initiative was assessed as embedding using the FISO continua.

In the area of Positive Climate for Learning - Empowering Students and Building School Pride the school continued to work on: recognising and empowering our Year 6 student leaders and engaging them in purposeful opportunities to collaborate with their peers and lead events across the school. In 2019 we continued to have a strengthened approach to SRC. In 2019 we trialed our first student-led conferences with our Year 6 students in Semester 2. We continued work in developing teacher capacity utilising the HITS and Amplify to activate student agency. We believe that our continued school-wide commitment in supporting our staff, parents and students to build their knowledge and skills in engagement, agency, confidence for learning and connectedness contributed positively to our self assessment as evolving moving towards embedding on the FISO continua.

In 2020 (during our last year of our current Strategic Plan) the school will continue to work on Excellence in Teaching and Learning - Curriculum Planning and Assessment and Positive Climate for Learning - Empowering Students and

Building School Pride.

Achievement

Taking into account our overall socio-economic profile and the proportion of students with English as a second language, our student outcomes for English and Mathematics as reported against the Victorian Curriculum are above like schools. There has been significant, embedded changes to the way teachers plan, deliver the curriculum and assess student learning which have been great levers for this improvement. Teachers continue to collaborate in effective year-level based professional learning teams to strategically collect evidence of student learning and use this information to plan purposefully for their next steps.

NAPLAN data in this report highlights improvement in the areas of Year 5 Reading and Numeracy. Our 2019 results in NAPLAN Reading and Numeracy were below similar school comparisons, however our 4 year average is more closely aligning with the achievements across the State. In 2019 we achieved positive results in our growth data from Year 3 - Year 5. Our above average growth in Year 3 - 5 learning gains in NAPLAN Reading, Numeracy and Writing was a wonderful achievement. In particular our growth of 38% high learning growth in Writing from Year 3 - Year 5 (state 25%) was amazing, and was a real reflection of the investment made in strengthening teacher confidence and capacity in this area.

The school's Annual Implementation Plan for 2019 continued to include targeted professional learning in the area of Writing and in particular using writing assessments for purposeful planning for teaching and learning. Improved induction practices and mentoring and coaching of new staff to Hillsmeade supported our use of the Hillsmeade non-negotiables of practice. Additionally, using our 2019 equity funding we prioritised reading intervention for our year Prep – 2 students at risk in the area of reading to support learning growth. We also targeted our high achieving Year 6 students with an Intervention in Excellence.

Our Professional Learning Teams continued to work collaboratively, with the guidance of a PLT leader and support of our Assistant Principal Teaching and Learning to collectively focus on student data to inform and improve student results. PLTs provide opportunities for teachers to:

- collect and share evidence / data of students learning and discuss the next steps in learning / development, and the high impact instructional strategies that will lead to learning growth.
- analyse and improve practice through collective accountability, commitment to professional learning and reflective practice.
- reflect on teacher effectiveness on the basis of student outcomes, learning growth and data targets.
- collectively focus on student learning at a cohort levels.
- engage in ongoing conversations of deep analysis of student learning.
- engage in professional learning in the area of Writing under the guidance of the Teaching and Learning Assistant Principal and writing consultant.

In 2019 a comprehensive Assessment and Data Tracking Schedule was used to provide teachers with the tools to consistently assess the students using a three tiered approach. Tier 1 NAPLAN; Tier 2 – running records, fountas and pinnell, writing moderation; Tier 3 – pre and post assessments, student conferences in reading, writing and mathematics. The tracking of student data continues to be a focus with tracking documents used across all year levels. A reading intervention program supported our 'at risk readers' and has shown significant trend data improvement gains in reading outcomes for students involved.

Teachers are supported with the provision of 3 hours non-face-to-face contact time. Measuring student growth across the year levels continues to be common practice and is shared with our School Improvement Team regularly. All teachers identified suitable SMART goals in their 2019 Performance and Development Plan to improve student outcomes in Writing.

Hillsmeade Primary School continues to ensure that the timetable includes explicit instruction and meets the Victorian Curriculum Assessment Authority (VCAA) recommended time for reading, writing and mathematics. We continue to explicitly teach Science and Mandarin. Students access other specialist programs of excellence in Art, Music and

Physical Education / Sport.

Engagement

Student engagement continued to be a focus for the school in 2019. Focusing on setting expectations and promoting our school Vision and Values throughout the school. We also had an increased focus on empowering our Student Leaders and SRC Representatives to authentically support school events, activities and school improvement initiatives. We continued our school-wide commitment to Be You (previously KidsMatter). We continued our work as part of the Resilience, Rights and Respectful Relationships Curriculum in alignment to Bounceback, the Victorian Capabilities Curriculum and our school I RESPECT values. In this priority area of developing a positive climate for learning we:

- Introduced a more strengthened approach to staff induction, with the inclusion of a coaching and mentoring component
- Led all staff through professional learning on social and emotional skills as part of the Be You modules
- Led student leaders through weekly leader training (term 1), then weekly collaborative planning meetings term 2 - 4. Supported leaders in leading improvement action plans and activities across the school.
- Continued work in promoting the 5 step behaviour management process
- Trialled student-led conferences in Year 6 in Semester 2
- Utilised student surveys to collect pulse check data to inform professional learning focus areas within PLTs
- Continued to utilise our weekly TV broadcast Hillsmeade Happenings to inform and connect our school community
- Collaboratively planned across year levels for weekly sessions in Social and Emotional Learning
- Utilised I RESPECT awards through assembly to promote positive behaviours in alignment with our school values
- Continued to personalise learning, utilising differentiation and student goal setting to challenge students at their point of need
- Continued to provide a strong specialist program providing students with a range of experiences across the curriculum
- Continued the whole school elective program, in which students had voice and choice in relation to participation and engagement
- Utilised intervention support for students in Year Prep-2
- Used whole school events such as, Multicultural Day, Bullying No Way Day, RUOK? Day, Survivor Day, MAD Day, to support team work, leadership, cross curricula links and student collaboration.
- Built upon our use of ICT across the school
- Utilised mathletics to support maths learning across the school
- Regularly used incursions, excursions, camps and special events to connect learning with the real world
- Engaged in network interschool sport activities
- Offered extra-curricula activities such as: Twilight Sports, Science Expo, Mandarin Night, Art Expo, School Production, Footy Day, choir and other events.
- Used our student leaders to drive Student Voice across the school
- Promoted and celebrated student achievement utilising the school's positive postcards

Wellbeing

Hillsmeade Primary School values education as a partnership between children, staff, parents and the broader community. Parents are provided many opportunities to be involved in the learning partnership at Hillsmeade Primary School through the Parent Helpers program (listening to student reading), school banking, attendance at school incursions/excursions, volunteering on school council, in the canteen and at school events.

We continued our commitment in educating the whole-child with a focus on social and emotional learning. Our practice is evidence-based and explicit. Our Assistant Principal Welfare and Wellbeing and Leading Teacher Social and Emotional Learning supported children and families in partnering with external agencies and supports as needed. Our identified students of need accessed support from Student Support Officers. These supports range from access to speech pathologists and school psychologist to conduct assessments when the needs arose. This work is coordinated by our Assistant Principal Welfare and Wellbeing. Students who are eligible for funding through the PSDMS program are on Individual Learning Plans and applications are submitted where appropriate. Outside agencies are sourced and utilised when available, e.g. Oz Child, Song Room, Windermere Family Services and Connections.

The Be You / KidsMatter Team led the continued focus on staff professional learning and actioned improvement ideas based on the framework. The whole school elective program continued to be a focus for promoting the school values in conjunction with the whole school Social and Emotional Learning focus. Student leaders supported the school community by leading recess and lunchtime clubs, events and competitions. Student leaders also supported students within the supported play area.

In 2019 our Early Learning Centre continued to provide a quality service (as accessed in 2018 as exceeding National standards). As a school we continue to work with neighbourhood kindergartens to support the transition program led by our ELC Assistant Principal and Teaching and Learning Assistant Principal. Our in-school transition program continued, with the addition of this process being utilised to support the Year 6 – 7 transition for Hillsmeade students attending Alkira Secondary College.

Financial performance and position

In 2019 the school continues to run in deficit (\$339,102). We were financially sound in 2019 ensuring we fully repaid the 2018 reconciled deficit of \$648,543. Every year will see a deficit in our SRP as the school continues to employ our Early Learning Centre (ELC) staff through the credit component of the SRP. Sound financial practices including regular Finance Committee meetings, developing and monitoring budgets and ensuring Profit and Loss Statements for the ELC, Out of School Hours Care and the Canteen have been utilised. We have also completed a DET Financial Audit to ensure the school's practices are in alignment with DET. The ELC and Out of School Hours Care are still fully self-funded.

Leadership for continued improvement was provided through 3 Assistant Principals, with key areas of responsibility (Teaching and Learning, Welfare/ Wellbeing and Early Learning Centre Director) and 1 Leading Teacher Social and Emotional Learning and 3 Learning Specialists (Leading Reading, Numeracy and STEAM). Additionally, a small special payment was made to our Professional Learning Team leaders who work as middle leaders, leading their learning teams and monitoring student achievement targets.

Ongoing and regular maintenance, including, painting, carpeting, grounds work, landscaping and repairs occurred in 2019, which also saw significant work on the grounds.

The school continued to utilise the school website and weekly newsletter to ensure prospective and current families had access to current and relevant information about the school improvement priorities at Hillsmeade.

PSDMS funding was reviewed and aligned to the Integration Aide timetable to ensure resources were allocated where required.

In 2019 equity funding supported staffing of our intervention program for at risk readers from Year Prep – 2. It also funded staffing of a 2 day a week support teacher for excellence in Year 6 for high achieving students




For more detailed information regarding our school please visit our website at
<http://www.hillsmeade.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 868 students were enrolled at this school in 2019, 418 female and 450 male.</p> <p>33 percent were EAL (English as an Additional Language) students and 1 percent 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

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Above </p>

Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
Achievement	Student Outcomes	Similar 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>Below </p> <p>Below </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>		

Performance Summary

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

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>28%</td> <td>46%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>50%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>50%</td> <td>38%</td> </tr> <tr> <td>Spelling</td> <td>26%</td> <td>57%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>32%</td> <td>53%</td> <td>15%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	28%	46%	26%	Numeracy	20%	50%	30%	Writing	13%	50%	38%	Spelling	26%	57%	17%	Grammar and Punctuation	32%	53%	15%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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Performance Summary

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

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	92 %	92 %	92 %	91 %	90 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	92 %	92 %	92 %	91 %	90 %										

Performance Summary

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

Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$6,472,230	High Yield Investment Account	\$816,746
Government Provided DET Grants	\$879,972	Official Account	\$143,154
Government Grants Commonwealth	\$556,341	Other Accounts	\$0
Government Grants State	\$30,110	Total Funds Available	\$959,900
Revenue Other	\$91,091		
Locally Raised Funds	\$922,049		
Total Operating Revenue	\$8,951,794		
Equity¹			
Equity (Social Disadvantage)	\$337,336		
Equity Total	\$337,336		
Expenditure		Financial Commitments	
Student Resource Package ²	\$6,811,332	Operating Reserve	\$395,819
Books & Publications	\$2,245	Other Recurrent Expenditure	\$17,763
Communication Costs	\$16,361	Provision Accounts	\$6,386
Consumables	\$224,512	Repayable to the Department	\$320,000
Miscellaneous Expense ³	\$974,028	Capital - Buildings/Grounds < 12 months	\$50,000
Professional Development	\$43,565	Maintenance - Buildings/Grounds < 12 months	\$150,000
Property and Equipment Services	\$747,694	Total Financial Commitments	\$939,968
Salaries & Allowances ⁴	\$677,909		
Trading & Fundraising	\$106,277		
Travel & Subsistence	\$1,002		
Utilities	\$73,876		
Total Operating Expenditure	\$9,678,801		
Net Operating Surplus/-Deficit	(\$727,007)		
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 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

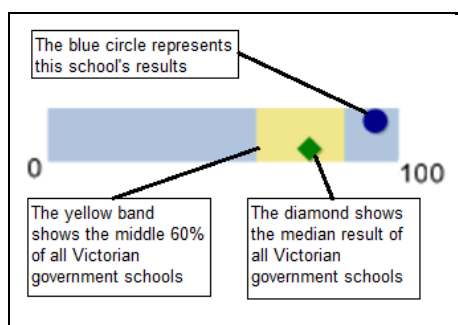
Engagement

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

Wellbeing

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

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

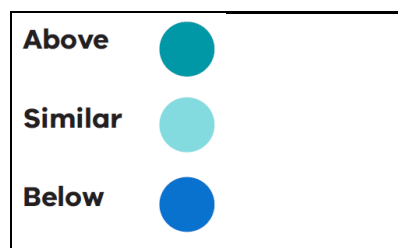


What does *School Comparison* refer to?

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

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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

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

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

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

What is the *Victorian Curriculum*?

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

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

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

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

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