

2018 Annual Report to The School Community



School Name: **Highvale Primary School (4986)**



- 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 13 March 2019 at 12:35 PM by Steven Richardson
(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 21 March 2019 at 03:32 PM by Purvinder Klair
(School Council President)

About Our School

School context

Highvale Primary School is located within the City of Monash in Glen Waverley in a leafy, park like setting. Our school was established in 1969 and is an integral part of the local community. Many of our 320 students come from families who speak a language other than English enriching the cultural diversity of the school.

Our shared vision, values, beliefs and shared expectations around teaching and learning strengthen our focus on continuous improvement. A supportive collegiate environment enhances teaching practice and student learning. Our Vision 'Together with our school community we aspire to develop confident, socially responsible, happy students who are connected to each other and their school. Through explicit and personalised teaching, a comprehensive learning foundation is developed and built upon to promote passionate, curious learners who can apply their learning in creative and innovative ways within a safe environment'.

Our school values of respect, responsibility, honesty and integrity, and commitment are an essential part of the school's ethos and underpin our actions in all areas. Our evidence based Positive Behaviour for Learning framework includes a number of programs and resources which support student wellbeing across the school. They include cooperative learning, our 'Buddy' program, restorative practices and a focus on student leadership, voice and agency. We are also an accredited eSmart school with focused use of technologies to support learning including robotics and coding. Among our valued resources is the Highvale Sanctuary and expansive sport courts, oval and running track. These spaces provide students with a wonderful opportunity to learn and care for the environment and living things, enjoy outdoor games and sports and develop their physical skills. Students are also provided with opportunities to provide regular feedback to teachers regarding the learning program and parents are supported through school based training opportunities to volunteer and engage in classes to actively support the daily learning program.

Highvale Primary is committed to providing each child with an excellent education within a supportive and safe environment. We set high academic and behavioural expectations for all students and assist them to achieve their personal best. Results consistently demonstrate strong student outcomes.

Students enjoy a wide variety of learning programs which support our focus on English and Mathematics a the application of these skills, knowledge and understandings to enhance learning in all Victorian Curriculum Learning Areas and Capabilities. Teachers utilise a whole school shared assessment process and methodology to determine individual and cohort student needs. Professional Learning Teams (PLTs) of teachers work collaboratively to analyse and track student achievement data which informs effective planning in combination with the Victorian Curriculum developmental continuum.

Our whole school pedagogical approach acknowledges the significance of an evidence based teaching framework utilising High Impact Teaching Strategies (HITS). The Gradual Release of Responsibility is the framework used to consistently structure lessons across our school. Each lesson has a 'Learning Intention' which provides a clear, meaningful focus and 'Success Criteria' to support students to understand what they need to do to be successful in their learning. Guided and explicit teaching, utilising worked examples are used to lead students through the learning and improve their understanding, skills and knowledge. To consolidate their understanding, students actively participate in collaborative learning tasks together with the teacher and other students. At Highvale, students draw upon their cooperative learning skills to work effectively together. Independent tasks are also designed to ensure students can progressively apply their learning in new ways to solidify understanding. A range of technologies support student engagement and 21st century learning requirements.

Our additional programs include Science, Technology & Engineering, Visual Art and Mathematics as part of our specialist STEAM program which supports and compliments learning in the classroom. As well, all students learn German or Mandarin as our Languages, specialist Physical Education and Performing Arts. Our school utilises a Response To Individual Needs (RTI) model to enhance extension and intervention within and beyond the

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classroom. Our specialist intervention programs include Reading Recovery, Synthetic Phonics, English as an Additional Language program (EAL) and Program for Students with Disabilities (PSD). As well, an extensive extra-curricular program is designed to extend students' scope of experiences and develop personal interests and skills beyond the core curriculum. These include robotics, choir, chess, debating, Green Team, Sporting Schools and many others.

Each teacher actively participates in all meetings and work as an active member of their Professional Learning Team and the wider school program including regular community events. These include active participation in action research tasks informed by team professional reading, lunchtime and extra-curricular enrichment programs and before or after school activities.

In 2018 workforce composition increased to consist of 25.00 equivalent full-time staff: 2 Principal class, 18.18 full time equivalent teachers and 4.96 full time equivalent Education Support Staff. There are 14 classes and students learn in attractive and well maintained classrooms. During 2018 an additional 4 contemporary classrooms were added to our facilities and the Year 3&4 Capital Works program was commenced. Other school facilities include our Library Resource Centre, Multipurpose Centre, Performing Arts room, STEAM Centre, synthetic grass Physical Education area and Out of School Hours Care (OSHC). Grounds are extensive and well maintained providing a range of options of student

Framework for Improving Student Outcomes (FISO)

The key FISO improvement initiatives selected in 2018 were Building Practice Excellence and Building Communities:

The Building Practice Excellence initiative focused on the following Key Improvement Strategies:

- Review and evaluate student learning outcomes in English to inform impact, effectiveness and consistency of our evidence based teaching practices across all levels.
- Embed the evidence-based, Systematic Synthetic Phonics framework across the school.
- Build teacher knowledge, understanding and consistency of evidence based practice to effectively meet the needs of EAL students.
- Embed whole school Mathematics planning and HITS to ensure whole school consistency of practice.

Progress and highlights included a review and refinement of specific teaching practices such as guided reading. This included alignment in practice, evidenced through observations and Learning Specialist support. Synthetic phonics, utilising the evidence based Letters and Sounds framework is embedded. Students are consistently attaining Phase 5 by the end of Year 2. All teachers completed Module 1-4 of the TESMC (Teaching English to Students in the Mainstream Classroom) course. Specific teaching practices which support all learners, specifically EAL students continue to be developed and refined. Through our work with Melbourne University we have now embedded our whole school approach to teaching Mathematics. We will continue to draw upon student learning outcomes to inform our next stages in professional learning.

The Building Communities initiative focused on the following Key Improvement Strategies:

- Embed Positive Behaviour for Learning as a whole school approach.
- Build student cooperative learning knowledge and skills through the implementation of an evidence based whole school cooperative learning program.
- Refine communications purpose and processes to enhance parent understanding and authentic opportunities to engage in their child's education

Positive Behaviour for Learning (PBL) is embedded as the whole school wellbeing approach. The school continues to work through the accreditation stages for the School Wide Positive Behaviour Framework which further supports our work. Cooperative Learning has been embedded through a specific monthly focus taught simultaneously across the school. An example is 'Helpful Behaviours'. These behaviours are then practised by students when they work together during all lessons.

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In 2018 we aimed to provide further avenues for parents to engage in their child's learning with improved frequency. This included a 3 stage trial of 'Seesaw' as a means to enhance digital communication with parents of student achievement, adjustments to the Semester 1 and 2 student report and the continued refinement of the School website and digital newsletter which are both easily translatable in to many languages.

Achievement

Throughout the 2018 school year, Highvale Primary School continued its focus on improving academic student outcomes. Our Teacher Judgement data and NAPLAN data both demonstrate that our students continue to achieve well above the median in English and Mathematics. School comparison data also indicates that our students are achieving 'similar to higher' levels of achievement in English and Mathematics to students of similar backgrounds in other schools.

Year 3 to Year 5 NAPLAN learning gain data (relative growth) demonstrates exceptionally high learning growth in Reading and Grammar and Punctuation and the expected growth in Numeracy, Writing and Spelling. Our work will be to further increase high growth in the areas and continue to reduce low growth.

The Response to Individual Needs (RTI) framework is now in its second full year of implementation across the school both within each classroom and through specialists teacher support programs. The RTI framework will continue to be refined to cater for the particular needs of students who require extension and intervention.

Professional learning in 2018 included Professional Learning Communities (PLC), Leading Literacy, Teaching English to Students in the Mainstream Classroom (TESMC) and specific elements of the Victorian Teaching and Learning Model (VTLM). Our work will be further supported by DET as further evidence based resources, especially the Numeracy portal content become available to schools.

Our 2018 data reveals that we are achieving strong results in the School Strategic Plan goal of 'a minimum of a year's growth. In 2019 we will maintain a particular focus on Mathematics and English, specifically Writing whilst maintaining the momentum in all other areas. There will be a focus on utilising the PLC inquiry framework to focus upon the teaching practices used to support the learning growth of high achieving students in these learning areas. Staff efficacy and commitment to our School goals remains exceptionally high which continues to impact positively on our focus of enhancing teaching and learning, and whole school evidence based consistency of practice.

Engagement

Our engagement results are excellent with our student attendance data placing us in the category of 'higher' for 2018 and for the four-year average. These results correlate with the results achieved in the Student Attitude to School survey, Parent Opinion survey and Staff survey. The positive climate which exists at our school has been developed over a number of years through the development of consistent school wide evidence based teaching practices, significant student voice and student leadership, quality 21st century learning programs and strong connections and engagement of parents across all aspects of our school. We continue to work on the development of student goals and agency and parent engagement in learning. This important part of our work is to assist parents to play an active role in supporting their child's learning. Many aspects of this work will be embedded in 2019. As well, all staff regularly highlight the importance of regular school attendance and communicate student attendance level data regularly to parents. Where support is required this is followed up vigilantly by teachers, the assistant principal and principal.

Our excellent student attendance data is a reflection of the strong levels of student and parent engagement in our school, our whole school wellbeing framework, quality teaching and learning programs, family involvement through

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our extremely active Highvale Primary Community Group (HPCG) and our very committed School Council.

Wellbeing

Highvale PS achieved strong results in the area of Wellbeing in 2018. Student Connectedness to Peers results were well above the state median in 2018 and as a 2017-2018 two year average. . Our school has invested significantly in the development of Positive Behaviour for Learning (PBL) and the Response To Individual Needs (RTI) model. Our support framework is embedded yet continues to be refined to support a positive impact on student wellbeing.

A similar trend is also reflected in student responses to their perceptions of safety, regarding our school's management of bullying. Survey results once again reflected a 'higher' than state median in 2018 and as a 2017-2018 two year average.

Our commitment to student wellbeing will continue as we embed PBL, Cooperative Learning, The Capabilities and the RTI model to continue to support the development of positive social interactions and relationships.

Financial performance and position

Highvale Primary School maintains a sound financial position through careful and strategic spending overseen by the School's Finance Sub Committee and School Council. Total funds available as at the 31st December, 2018, equalled \$585 596 which is a healthy level for a school of this size. The Net Operating surplus exists due to the receipt of funds for international students, backdated PSD funding and non-expenditure of \$129 392 from the Special Projects budget. This is currently utilised primarily for facilities provision beyond the capacity of the SRP funds provided. As well, the school received a greater than forecast percentage of revenue which amounted to an additional \$34 417 in cash revenue which included funds from enrolment growth during the year. The surplus also included generous donations from our school community, above budget revenue from hirers and a superb contribution from funds raised of over \$22900 from our Highvale Primary Community Group. Special Projects funds have been carried forward into the 2019 budget to assist with the projected school funded costs of remodelling areas of the school in both buildings, in particular the completion of the Year 3&4 Learning Community area and facilities and landscaping including renewal of the athletics track. The 2018 surplus and cash funds available will be drawn upon as required to support our capital works program.

Cash reserves are also necessary to fund unforeseen costs associated with the delivery of programs such as swimming as well as furniture and equipment. This reserve is also drawn upon where required for staffing and equipment such as computers, laptops, iPads, robotics, screens and other technology equipment needed to support quality teaching of the Victorian Curriculum's Digital Technologies.

In addition to the SRP and fundraising, our school has also worked hard to acquire additional funds through grants beyond the SRP such as the Commonwealth funded Sporting Schools grants. These have been used to increase our student's participation in sport and to connect them with community sporting organisations. These have added to our extra-curricular sport program during school hours but in the future may need to be shifted towards covering the cost of the swimming program as recommended by DET.

Equity funding received was utilised to supplement the school's funding of a comprehensive Response to Individual Needs implementation and the Just Get Active program.

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

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Performance Summary

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

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

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

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

School Profile

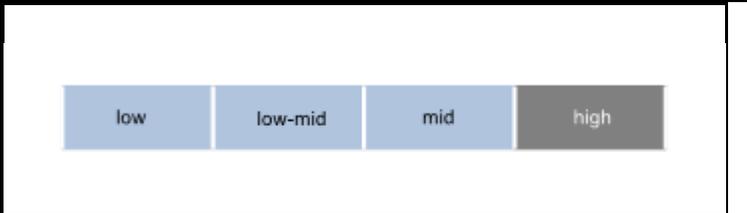
Enrolment Profile

A total of 330 students were enrolled at this school in 2018, 152 female and 178 male.

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

Overall Socio-Economic Profile

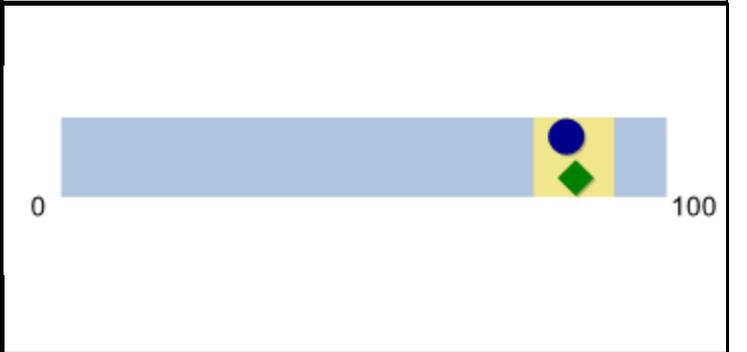
Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

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

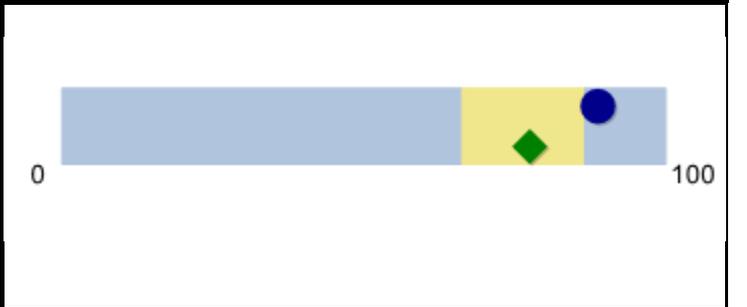
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

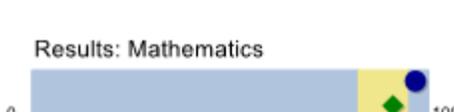
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

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

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> Higher</p> <p> Higher</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> Higher</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> <th>School Results</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>31%</td> <td>35%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>50%</td> <td>23%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>27%</td> <td>50%</td> <td>23%</td> <td>50%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>42%</td> <td>27%</td> <td>42%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>19%</td> <td>46%</td> <td>35%</td> <td>46%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	School Results	Reading	35%	31%	35%	31%	Numeracy	27%	50%	23%	50%	Writing	27%	50%	23%	50%	Spelling	31%	42%	27%	42%	Grammar and Punctuation	19%	46%	35%	46%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p>	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> <table border="1" data-bbox="550 913 1024 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>96 %</td> <td>95 %</td> <td>95 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	96 %	95 %	95 %	95 %	94 %	95 %	<p> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	96 %	95 %	95 %	95 %	94 %	95 %										

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	\$2,421,438	High Yield Investment Account	\$166,087
Government Provided DET Grants	\$458,643	Official Account	\$10,874
Revenue Other	\$34,417	Other Accounts	\$408,635
Locally Raised Funds	\$411,187	Total Funds Available	\$585,596
Total Operating Revenue	\$3,325,685		
Equity¹			
Equity (Social Disadvantage)	\$5,780		
Equity Total	\$5,780		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,371,384	Operating Reserve	\$103,652
Books & Publications	\$1,654	Funds Received in Advance	\$28,917
Communication Costs	\$5,407	School Based Programs	\$77,111
Consumables	\$106,766	Asset/Equipment Replacement < 12 months	\$43,375
Miscellaneous Expense ³	\$155,572	Capital - Buildings/Grounds < 12 months	\$65,062
Professional Development	\$4,153	Maintenance - Buildings/Grounds < 12 months	\$65,062
Property and Equipment Services	\$152,338	Asset/Equipment Replacement > 12 months	\$28,917
Salaries & Allowances ⁴	\$168,943	Capital - Buildings/Grounds > 12 months	\$86,750
Trading & Fundraising	\$50,908	Maintenance - Buildings/Grounds > 12 months	\$86,750
Utilities	\$33,824	Total Financial Commitments	\$585,596
Total Operating Expenditure	\$3,050,952		
Net Operating Surplus/-Deficit	\$274,733		
Asset Acquisitions	\$17,964		

(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)

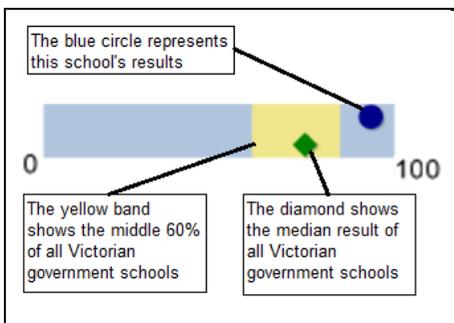
Engagement

- 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).

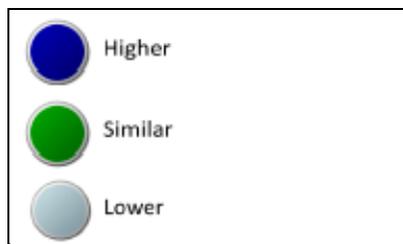


What does *School Comparison* refer to?

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').