

2018 Annual Report to The School Community



School Name: Maldon Primary School (1254)



- 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 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 24 March 2019 at 08:59 PM by Alisa Burdett
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 24 April 2019 at 11:42 AM by Thomas Robertson
(School Council President)

About Our School

School context

Maldon Primary School is located in the Central Victorian Goldfields tourist precinct within the Mount Alexander Shire. The school opened in 1873 and is of historical and architectural importance to the State of Victoria. The school and the township of Maldon are notable for its 19th century appearance, maintained since the gold rush days.

Maldon Primary School had an enrolment of 86 students and the school's Student Family Occupation and Education (SFOE) Index of 0.3035 in 2018 reflecting a mid socio-economic profile. There were no students with English as an Additional Language (EAL), no indigenous students and two students were funded under the Program for Students with Disabilities (PSD).

Maldon Primary School provides a safe, supportive, stimulating and inclusive environment for all students. Maldon Primary School caters to the individual needs of students and has a dedicated and committed team of staff who encourage all students to actively participate and work to their full potential.

The school had 8.55 equivalent full time staff, reflecting a strong balance of experience: 1.0 Principal Class, 5.55 teaching class and 2.0 education support staff. Our school provides Art, Music/Performing Arts and LOTE specialist programs. Library sessions are conducted by an Education Support Officer, with the class teacher actively involved. Our classroom teachers are also supported by a Teaching and Learning Coach 1 day per week. Our classrooms are well resourced to provide an engaging environment where all students can learn.

The school's physical environment includes spacious grounds with students having access to a sportshed, a basketball court, games court, playground, exercise stations, large grassed areas and passive areas. Maldon Primary strongly encourages all students to attend school on a regular basis and emphasises that 'every day counts'. Support is provided to families and students if required to ensure that their child attends school.

Our vision involves having a supportive and involved community and building self-reliant learners in an innovative and vibrant school environment. There are high expectations for student achievement and our school strives to provide an atmosphere that encourages children to be optimistic and to develop responsible and caring attitudes towards self and others.

The school encourages parents to actively participate in school programs. Teachers welcome parents as partners in the learning process. Parents are invited to assist with many activities within the school curriculum including reading, excursions, special events and camps. Our School Council uses an approach based on mutual respect, consultation and teamwork. A hallmark of our work at Maldon Primary School is the manner in which our staff work in cooperative partnerships with each other, the children and their parents. We take very seriously our role in all being responsible for the education of all our students in this rural context. We engage with the local and wider community to build partnerships and develop positive social skills and connections.

Framework for Improving Student Outcomes (FISO)

After analysing our data, it demonstrated a need to focus on developing consistency in implementation of a whole school approach to reading and numeracy. We decided to continue to focus on reading as a priority for 2018 (FISO priority - Excellence in Teaching and Learning). Student voice was another improvement area from the 2017 AIP. The data, including the continua of practice and school survey results, reflected that this should be a priority area for 2018. The school also committed to the School Wide Positive Behaviour Support pilot program commencing in 2018 (FISO priority - Positive Climate for Learning).

Excellence in Teaching and Learning – Building Practice Excellence

If we build teacher capacity in regards to the teaching of reading, then the growth in student outcomes will be maximised.

In reading teachers ensured that tasks were differentiated to meet the needs of all students in their class. By doing this, children were more supported/challenged at their level, making them more engaged in tasks. We began to look more closely at data and implemented Fountas and Pinnell benchmarking across all grades. The staff also evaluated our current approach to reading and discussed what was working well and what needed to change. Our Literacy Leadership Team undertook the Leading Literacy course and began working with staff to continue to improve the teaching of literacy.

Positive Climate for Learning - Empowering students and building school pride

If we empower students as learners and leaders, they will actively contribute to their own education and to the whole school initiatives, as well as make significant growth in motivation, wellbeing and achievement.

We continued to have our Start Up program at the beginning of the school year, to ensure expectations and routines were set and relationships between teachers and students, students and students, as well as school staff and parents were established. We discussed leadership roles with the students and used this feedback to broaden these opportunities for the students. The staff began to look at the Victorian Curriculum and create 'I can' statements for the students to self-assess in reading and writing. This work will continue into 2019.

Positive Climate for Learning - Setting expectations and promoting inclusion

If we maintain a safe, supportive and inclusive learning environment, students will be collaborative, motivated and productive.

We worked on establishing a clear, shared understanding of the behaviour expectations of the school. As a school with students, staff and parents we updated our school values, creating child friendly terminology of Be Kind, Be Brave, Be your Best! We then developed a behaviour matrix linked to our values. The Wellbeing Leadership Team undertook a range of professional development including School Wide Positive Behaviour Support, Respectful Relationships and the Berry St Education Model.

Achievement

As our NAPLAN student outcomes and comparisons show student levels of achievement in both grade 3 and 5 in reading and numeracy is similar when compared to like schools.

Our NAPLAN learning gain from grade 3-5 will continue to be an area of a focus moving into 2019 as it highlights the need to decrease the percentage of students making low growth in most areas and increase the percentage of students making high learning growth across all areas of learning.

A teaching and learning coach was employed one day per week to support the implementation of programs across the school, through staff induction, modelling and coaching classroom teachers and leading planning sessions to improve student outcomes. Our literacy program shows consistency across the school with individual assessment conferences being held each fortnight for every student in reading and staff implementing a medal and mission approach to set goals with students. We have a documented curriculum across the school that utilises a range of developmental scope and sequence documents for a range of learning areas. We continue to use the Victorian Curriculum in all areas of learning. Spelling continues to be a focus at the school with the Jolly Phonics program implemented in grades prep-2. Our teaching and learning coach created a whole school spelling developmental program, ensuring all aspects of spelling are covered along the learning journey from prep-grade 6.

All classrooms teachers outline learning intentions and success criteria for each lesson to ensure that students are aware of what they are learning and how they will know if they have achieved it.

We continued to use our whole school assessment schedule which includes three levels of assessment for every level of learning. Pre and post testing was used in mathematics to test where students were at, what they needed to learn next and the progress they had made.

In 2018 we began to look closely at our data and what the results are telling us. We started creating data walls for Reading .We looked at our different data sets and worked at ensuring all children are showing at least 12 months of learning growth. In the future, we will continue to look closely at data and use this for more differentiated planning and teaching. We will also work on our teacher judgements, making sure they are consistent, by working more collaboratively and moderating work as a team.

From the School Review in August 2018, we will continue to focus on maximising learning growth in reading, writing and numeracy as well as improving student engagement in learning.

Engagement

Maldon Primary School Attendance data shows that our attendance rate is similar to like schools, with a 90% or above attendance rate across all grades. Our average attendance results over the last 4 years (2015-2018) show that we are similar to like schools. Student attendance was acknowledged each term with certificates distributed to students with a 97% attendance rate. These students were also congratulated in the school newsletter. At reporting time all students were given an attendance report which highlighted the number of days absent. Those

with attendance above 95% received a gold star.

At Maldon Primary School we aim to create a stimulating and engaging environment for students to learn. Every classroom has an interactive whiteboard that is utilised by teachers and students to engage and stimulate curiosity. All students have access to our netbook computer trolleys and utilise technology devices on a daily basis throughout the different areas of learning. Our school also has several iPads that are predominantly used in the early years to develop a range of skills and provide a range of learning opportunities. These iPads are beginning to be used for other purposes throughout the whole school. The school began linking up with other schools through the Polycom unit, where students discussed their writing ideas and progress, gaining feedback from peers at other schools. The upper grade students were also part of a cluster debating competition held weekly through the polycom unit.

In 2018 we continued our strong links with the Maldon Hospital. Students visited the residents and participated in discussions, songs, crafts and value spending time with these members of the community. We continued to work closely with the Maldon R.S.L, who sponsor a writing competition for our older students. The winning writer reads their writing piece to the community at the Remembrance Day Ceremony. The older students value the connection with the R.S.L, as well as the purpose and audience, which always results in very powerful writing being produced.

Students were given many extracurricular opportunities, including excursions and our comprehensive camps programs ranged from an overnight stay at school to 3 day camps for the older students. All students in grade prep-6 take part in our camps program in some capacity. Our camps program is always well received and is a highlight of the year. Our sport program also gives our students many opportunities. We held our annual swimming carnival and athletics carnival and students participated in interschool sports. We also ran our Bike Ed program for grade 3 and 4 students. Students have opportunities to take their sporting talents further if they qualify at a division and regional level in a particular sport.

Grade 5/6 students all attended the GRIP leadership program in 2018. Leadership roles were broadened to ensure more children were given leadership opportunities. Students are encouraged to have a voice and the leadership program helped to develop a range of skills to prepare and empower them to be involved in the community. We need to continue to work on the leadership program, ensuring that all students are represented as leaders within the classroom and the school setting.

Our visual arts and performing arts programs are run by specialist teachers and their learning was showcased at a school concert and the Maldon Show. The visual arts program also involved school and kindergarten links, where the prep students designed soft toys; the grade 5 children created the toys and delivered them to the kindergarten students. This was a great transition activity. We will continue to build our relationship with the local kindergarten. We also offered Japanese as our language program for all students in 2018. Students can use this learning when communicating with our Japanese visitors each August.

Wellbeing

Our student Attitude to School data highlights that students feel well connected to our school, with our overall average being higher than similar schools. Our students feel safe and confident with the management of bullying, with our results being similar to other like schools. Overall parent satisfaction with the school is similar when compared to other Victorian schools and our staff satisfaction is also similar to the average result of Victorian schools.

In 2018 we began the first year of four years, implementing the School Wide Positive Behaviour Support (SW-PBS) framework. As a celebration of this new initiative, at the end of the first year, students enjoyed a 'fun day' at the local Derby Hill Camp, where they participated in archery, bubble soccer, rock climbing etc. This was a great way to boost our focus on positive behaviour and reward the steps forward we have taken in this area. We surveyed parents and families about our values, refining them so that they became more student-friendly. We have re-worded our values of Excellence, Resilience, Integrity and Respect into 'The 3Bs', which are Be Kind, Be Brave and Be your Best! The School Wide Positive Behaviour Support framework will ensure that all staff, students and parents are aware of the expectations, know that we teach the skills and know what the process is for all positive and negative behaviours. This framework is complimented by the teaching of social skills in and out of the classroom, as well as teaching the Respectful Relationships program and implementing Berry St Educational Model throughout all classes. All staff at Maldon Primary School have a good rapport with students and take time to get to know each and every one of the students not only in their class, but across the school.

Staff also communicate formally and informally with parents/caregivers. We really value the partnership between home and school.

In 2018 we also re-introduced the Better Buddies program, where all students across the grades prep-6 were partnered with another student to work on activities on a weekly basis. We maintained a great buddy transition program with the Maldon Kindergarten as well.

In 2019 we will continue to further implement the School Wide Positive Behaviour Support framework, strengthening our shared understandings of the values and behaviour expectations, as well as creating a wellbeing team of staff, students and parents to lead this area of work.

Financial performance and position

Maldon Primary School designs and manages a detailed budget which aims to achieve a neutral operating position each year, allowing us to retain our existing cash reserve. The purpose of this reserve is to allow for fluctuations in enrolment and variations in salary levels so that current programs can be maintained even if staffing costs increase or student numbers decline. The budget is carefully managed by the Principal and Business Manager in consultation with the Finance sub-committee and School Council. In 2018 our end of year position was a deficit of \$2,388 due to the undertaking of the exterior painting of the gables. This was not budgeted for but was felt to be appropriate given that equipment was already being hired as part of the window painting upgrade undertaken in 2018. School Council held several successful fundraisers in 2018 which raised in excess of \$12,500. These funds are to be spent on a library upgrade in 2019 with some money also being put aside for a future grounds project. In addition to the SRP and fundraising the school received the Sporting Schools Grant for one term, enabling students to experience a gymnastics program, and a Bushfire Vegetation Grant to assist with the costs of ensuring that the school is bushfire ready.

For more detailed information regarding our school please visit our website at
<http://maldonps.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

Enrolment Profile

A total of 86 students were enrolled at this school in 2018, 38 female and 48 male.

0 percent were EAL (English as an Additional Language) students and 0 percent 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:  ◆ 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>30%</td> <td>50%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>60%</td> <td>40%</td> <td>-</td> </tr> <tr> <td>Writing</td> <td>50%</td> <td>40%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>40%</td> <td>50%</td> <td>10%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>40%</td> <td>40%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	50%	20%	Numeracy	60%	40%	-	Writing	50%	40%	10%	Spelling	40%	50%	10%	Grammar and Punctuation	40%	40%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	30%	50%	20%																							
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Writing	50%	40%	10%																							
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Grammar and Punctuation	40%	40%	20%																							

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="528 907 1016 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>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	92 %	92 %	93 %	91 %	90 %	<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										
92 %	92 %	92 %	92 %	93 %	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:

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> Higher</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> 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	\$791,114	High Yield Investment Account	\$54,782
Government Provided DET Grants	\$121,965	Official Account	\$3,046
Government Grants Commonwealth	\$4,577	Other Accounts	\$32,020
Revenue Other	\$1,836	Total Funds Available	\$89,847
Locally Raised Funds	\$76,257		
Total Operating Revenue	\$995,749		
Equity¹			
Equity (Social Disadvantage)	\$8,216		
Equity Total	\$8,216		
Expenditure		Financial Commitments	
Student Resource Package ²	\$791,750	Operating Reserve	\$32,681
Books & Publications	\$3,809	Other Recurrent Expenditure	\$3,674
Communication Costs	\$1,725	Funds Received in Advance	\$5,273
Consumables	\$27,811	School Based Programs	\$9,697
Miscellaneous Expense ³	\$34,752	Maintenance - Buildings/Grounds < 12 months	\$10,000
Professional Development	\$2,121	Asset/Equipment Replacement > 12 months	\$12,000
Property and Equipment Services	\$71,545	Maintenance - Buildings/Grounds > 12 months	\$16,000
Salaries & Allowances ⁴	\$31,964	Total Financial Commitments	\$89,325
Trading & Fundraising	\$21,370		
Travel & Subsistence	\$42		
Utilities	\$11,247		
Total Operating Expenditure	\$998,137		
Net Operating Surplus/-Deficit	(\$2,388)		
Asset Acquisitions	\$17,708		

- (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 15 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).

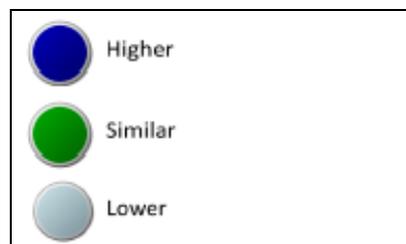


What does *School Comparison* refer to?

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').