

2019 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 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 18 March 2020 at 09:35 AM by Alisa Burdett (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 11 May 2020 at 01:44 PM by Thomas Robertson (School Council President)

About Our School

School context

Maldon Primary School's vision is to create a community of enthusiastic, curious learners who can problem solve and think critically and creatively. Students will have strong connections to their peers and the local and global community to ensure they have a sense of belonging. Maldon Primary School is a safe, positive learning environment where students can be happy, courageous and confident. Our school values are: Be Kind, Be Brave, Be your Best.

In 2019, the school's enrolment was 78 students, divided into Grade Prep/1, Grade 2/3, Grade 3/4 and Grade 5/6. The school had a Student Family Occupation and Education (SFOE) Index of 0.3238 in 2019 reflecting a mid socio-economic profile. There were no students with English as an Additional Language (EAL), no identified indigenous students and three students were funded under the Program for Students with Disabilities (PSD). The staffing profile was made up of 1 principal and 4 classroom teachers (5.0 EFT), 3 specialist teachers (0.58 EFT), and 3 education support staff (2.2 EFT). Our school provides Visual Arts, Music/Performing Arts and LOTE specialist programs. Our classrooms are well resourced to provide an engaging environment where all students can learn.

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. The school's physical environment includes spacious grounds with students having access to a basketball court, games court, playground, exercise stations, large grassed areas and passive areas.

Maldon Primary School values the relationship with parents/carers as well as the broader school community. Parents and carers join us in celebrating student work through Class Expos, they volunteer at the school for fundraising and other events and are active School Council members. We often connect with different community groups, such as the Maldon Hospital, Maldon RSL, Cascade Art Gallery, Freemason's Victoria and the Maldon Neighbourhood Centre which benefit both the students and the community members.

Framework for Improving Student Outcomes (FISO)

After the school review in 2018, it was clear that Maldon Primary School needed to focus on the FISO dimensions of Building Practice Excellence and Empowering students and building school pride.

The Key Improvement Strategy to build practice excellence was to develop collaborative professional learning practices that involve reflection and feedback. In 2019, teachers ensured that reading 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. The school began to look more closely at data and continued to assess student's in reading using Fountas and Pinnell benchmarking across all grades. The staff reviewed the current approach to teaching Reading and updated the Instructional Model. Our Literacy Leadership Team worked with staff to consistently implement Writer's Notebooks in every grade to ensure students wrote about topics of interest and with real purpose and audience. Classroom teachers began developing units of work for Writing, using the Victorian Curriculum, where the learning intention and success criteria were explicit and differentiated to help with weekly planning and consistency across grades. This work was a great opportunity for staff to collaborate and gain consistency of expectations in Writing and Reading. The staff participated in the Professional Learning Communities online modules where they inquired into one aspect of teaching and learning. Staff met regularly to develop an inquiry question, set targets, implement a change in teaching practice and then analyse the data at the end of the cycle. In the 2019 School Staff survey, Teacher Collaboration increased from 50% in 2018 to 70% in 2019. The school will participate in the face to face Professional Learning Community training in 2020.

Another Key Improvement Strategy was to develop a holistic approach to curriculum, pedagogy and assessment. Staff had Professional Practice Days together to create units of work for Reading and Writing. They reflected on and reviewed the assessment schedule, undertaking professional learning on different types of assessment. Moderation of student work was a focus in staff meetings, where teachers discussed expectations, achievement and direction for

further teaching.

The Key Improvement Strategy for Empowering students and building school pride was to activate student voice and agency. The school continued the Start Up program at the beginning of the school year to ensure expectations and routines were set and relationships between teachers, students and parents were established. Leadership roles were discussed with the students to gain feedback. A Student Representative Team was developed with student leaders from the upper grades, where there were discussions on ways to improve the school. The staff continued to use the Victorian Curriculum to help students reflect, discuss and self assess against the standards. Staff made sure students had real purpose and audience for their writing, which instigated students writing to people within the local community to make a change for the better at school and into the broader community. In 2020, students will take more ownership of their learning, assessing themselves against a range of assessment tools.

Achievement

In 2019, the school continued to work on its strategic plan goal of maximising student learning growth in reading, writing and maths.

The school met its 12 month targets in the area of increasing the percentage of high growth from year 3 to 5 in reading and maths and decreasing the percentage of low growth from year 3 to 5 in reading and maths. The school also met the target of increasing the percentage of year 3 students in the top two bands for reading to 47%, achieving 70% in the top two bands. The target was 39% of year 5 students to be in the top two bands in reading, the school achieved 67%. From the results it also showed that the school had 0% of students making low growth from year 3 to 5 in reading.

In Writing, the school partially met the target. The percentage of students making high growth from year 3 to 5 in writing was 25% (target was 10%) and the school also decreased the percentage of students making low growth to 38% (target was 42%). The percentage of high growth was very positive in this target. The school was just below the target for the percentage of students in the top two bands in writing in year 3 and 5.

In maths, the target was for 18% of year 3 students to be in the top two bands, the school achieved 40% in the top two bands. For year 5 the target was not met, because 22% of students were in the top two bands in maths and the target was 25%. Even though this target was not met, there were 0% of students making low growth in maths from year 3 to 5.

The school will continue their focussed work on Curriculum Planning to ensure the Victorian Curriculum is taught and assessment is used to inform future planning and teaching direction. The school will also undertake professional learning in both literacy and numeracy in 2020. Moderation of student work will continue to help build consistency of teacher judgement among staff and also compared to NAPLAN. Data walls will continue to be used to identify where students are at and what supports need to be put in place for them.

Engagement

Maldon Primary School aims to create strong links within the community. In 2019 visits to the Maldon Hospital continued where students talk, sing, make crafts etc. with the residents. The school also continued to work with the Maldon RSL who sponsor a writing competition for the older students. The RSL members deliver a talk to the students, judge their writing entries and give feedback to each individual student. The winning writer has the privilege of reading their writing at the Remembrance Day ceremony. The efforts in this competition continues to be inspiring and powerful for the students.

At the end of this year, the Southern Cross Lodge and Freemason's Victoria offered scholarships to three students in grades 5 and 6. This scholarships were based around the school values which were very similar to the Freemason's values. This partnership will continue next year.

The school improved links with the Maldon Kindergarten by joining together for events throughout the year, including the Eater Parade float, as well as the hat parade and Book Week parade at the school. The students visited the Kindergarten throughout the year to assist with transition.

The school began 'Clubs' in Term 4, where students from Prep-grade 6 elected to be part of either Technology, Fairy Garden, Craft & Origami or Cooking. This was very popular among the students. We look forward to expanding on this idea in 2020 to include community groups.

Students were given many extra curricular opportunities, including excursions and camps. The Visual Arts specialist teacher organised for all classes to participate in an art excursion to Cascade Gallery. The school also had an art exhibition at Portia & Co. Every student submitted an art entry into the Maldon Show competition, which is an event many students look forward to attending and being recognised for their creativity.

The grade 3/4 students participated in fortnightly Chess sessions and lunch Chess sessions were offered to all students on a weekly basis.

All students from prep to grade 6 were involved in the camp experience. Camp experience ranges from a late night stay at the school for the prep students to a three day camp for the older students. The sport program also gave students many opportunities to participate at different levels in a range of sports. Students have the opportunity to take their skills and talents further if they qualify for division, region and even state events in a number of sports.

Parents and family members are invited to the school to celebrate student learning through learning expos, enjoy Grandparents and Special Person's afternoon tea, as well as attend weekly Assemblies.

The school focussed on improving student engagement in their learning, as indicated in the 2019 AIP. Student Voice and Agency was rated very high in the Attitudes to School survey at 95%, which has continued to improve over the last 3 years. The Parent Opinion survey results for Student Voice and Agency was 79%, which remained consistent with similar schools and the state. Stimulated Learning was also rated very high in the Attitudes to School survey with 97% positive endorsement, which is a significant improvement since last year.

Maldon Primary School attendance data shows that our attendance rate for 2019 is below similar schools, meaning our school had more absences than expected. We continued to work with families to ensure students were at school and learning. The school sent notifications through UeducateUs to parents, requesting them to notify the school of absences. The school sent out reports to parents with unexplained absences and if students had a number of days absent, staff contacted parents/carers to implement a plan to assist with attendance. Throughout the year students were acknowledged each term for achieving 97% or higher attendance rate. These students were presented with certificates at the weekly assembly as well as announced in the weekly newsletter. Positive communication was also sent to parents throughout the year if their child's attendance was at 97% or above. For family holidays, parents applied to the Principal and school work was provided.

Wellbeing

Over the past 2 years, the school has made significant progress in student wellbeing to ensure the school environment is safe, calm and productive. This progress has been reflected in the Attitudes to School survey (AToSS) results. In 2019, results in all areas of student wellbeing increased. Sense of Connectedness was rated at 99%, Sense of Inclusion was 100%, Advocate at School was 99%, Respect for Diversity was 98%, Not experiencing Bullying was positively endorsed by 100% of grade 4-6 students at the school. Students feel very safe at the school.

The staff worked on establishing a clear, shared understanding of the behaviour expectations of the school. The values of Be Kind, Be Brave, Be your Best continued to be in all conversations with students and parents, to ensure everyone was familiar with school expectations. The Wellbeing Leadership Team participated in a range of professional development including School Wide Positive Behaviour Support, Respectful Relationships and the Berry St Education Model. This team created a Wellbeing Scope and Sequence to be implemented across the whole school.

Students were acknowledged of their behaviour efforts through a card system called 'Gotcha' cards. The Student Representative Team surveyed students and created values badges for children when they achieve a full 'Gotcha' card.

Parent satisfaction, according to the Parent Opinion Survey was at 87%, which is similar to schools within the network and state.

Staff satisfaction, according to the School Staff Survey in the School Climate factor was positively endorsed by 87%, which has shown some increase.

In 2020, the Wellbeing Leadership Team will complete the last year of the School Wide Positive Behaviour Support Professional Learning. This will continue to be a focus at the school to ensure there is consistency of behaviour management for all staff and students.

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 2019 our end of year position was a surplus of \$19,930 due to the retention of some of the funds from the Bushfire Vegetation grant which was not all expended in 2019. These funds will continue to be expended on bushfire preparedness tasks in 2020. Equity funding of \$9968 was spent entirely on staffing to enable all classrooms to have student numbers of less than 21 allowing for more personalised and individual teaching. School Council held several successful fundraisers in 2019 which raised in excess of \$13,835.15. These funds are to be spent on technology upgrades in 2020, plus a portion will be put aside for a future grounds project. In addition to the SRP, parent contributions and fundraising the school received the Sporting Schools Grant for one term, enabling students to experience an athletics program, a Bank First Stem Grant of \$2000 to enable the purchasing of some equipment for a STEM program at the school and a Chess Grant of \$1000 to encourage participation in chess.

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

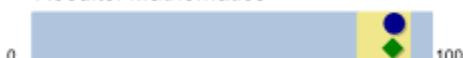
All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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	
<p>Enrolment Profile</p> <p>A total of 76 students were enrolled at this school in 2019, 38 female and 38 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 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>Similar </p> <p>Similar </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>Above </p> <p>Above </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>Above </p> <p>Below </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>Medium Gain</th> <th>High Gain</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Numeracy</td> <td>75%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>63%</td> </tr> </tbody> </table>	Domain	Medium Gain	High Gain	Reading	50%	50%	Numeracy	75%	25%	Writing	38%	25%	Spelling	50%	50%	Grammar and Punctuation	38%	63%	<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: ◆ **Key:** 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>Below ●</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>91 %</td> <td>91 %</td> <td>93 %</td> <td>90 %</td> <td>92 %</td> <td>93 %</td> <td>89 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	93 %	90 %	92 %	93 %	89 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	93 %	90 %	92 %	93 %	89 %										

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>Above ●</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	\$740,904	High Yield Investment Account	\$97,983
Government Provided DET Grants	\$139,960	Official Account	\$2,550
Government Grants Commonwealth	\$2,200	Other Accounts	\$0
Revenue Other	\$3,497	Total Funds Available	\$100,532
Locally Raised Funds	\$77,783		
Total Operating Revenue	\$964,344		
Equity¹			
Equity (Social Disadvantage)	\$9,968		
Equity Total	\$9,968		
Expenditure		Financial Commitments	
Student Resource Package ²	\$734,448	Operating Reserve	\$31,277
Books & Publications	\$736	Other Recurrent Expenditure	\$2,025
Communication Costs	\$2,399	Funds Received in Advance	\$7,672
Consumables	\$18,083	School Based Programs	\$10,780
Miscellaneous Expense ³	\$31,701	Asset/Equipment Replacement < 12 months	\$30,310
Professional Development	\$1,321	Maintenance - Buildings/Grounds < 12 months	\$19,861
Property and Equipment Services	\$70,995	Maintenance - Buildings/Grounds > 12 months	\$25,000
Salaries & Allowances ⁴	\$49,155	Total Financial Commitments	\$126,925
Trading & Fundraising	\$19,758		
Travel & Subsistence	\$643		
Utilities	\$15,177		
Total Operating Expenditure	\$944,414		
Net Operating Surplus/-Deficit	\$19,930		
Asset Acquisitions	\$5,182		

- (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').