

2019 Annual Report to The School Community



School Name: Yarra Road Primary School (4219)



- 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 06 April 2020 at 03:57 PM by Kathleen Perkins (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 22 April 2020 at 12:27 PM by David Macrae (School Council President)

About Our School

School context

Our vision 'Outstanding Engagement, Exceptional School' underpins our guiding principles of developing confident engaged learners with the cognitive, social, emotional and physical skills to connect them to their expanding world. Our five focus values of Respect, Responsibility, Excellence, Confidence and Resilience are reflected in all aspects of our daily practice.

Yarra Road Primary School is situated in Croydon North and in 2019, had an enrolment of 348.4 students. Of these, 5 have an indigenous background, 4 are non-English speakers and 14.6 qualify for additional funding under the Program for Students with Disabilities. The Student Family Occupation and Education (SFOE) Index in 2019 was 0.2915 which reflects a gradual decline from 2016 of 0.30, corresponding to this there has been an increase in the number of students receiving equity funding.

Fifteen classrooms operated and were structured as straight year level groups across the school with the exception of one Year 1/2 multi-age group. All students have weekly specialist lessons in the areas of Visual Arts, Performing Arts, Physical Education and Indonesian. Prep students also had weekly perceptual motor program sessions and students from Year 1 to 6 participated in a respectful relationships wellbeing program.

In 2019 the school had 1.8 Principal Class Officers, 1 Learning Specialist in Literacy, a total of 18.58 Equivalent Full Time (EFT) teachers, and 9 Education Support Staff (5.8 EFT).

Our junior, middle and senior learning centres feature light, bright classrooms with sound field systems to clarify and amplify speakers' voices and large screen TVs in each classroom. The grounds are beautifully treed and include upgraded play spaces, a synthetic grassed oval, basketball courts, a modern gymnasium, performing and visual arts and a LOTE - Indonesian learning space, and a well-stocked library. A range of technologies feature in all classrooms, with students engaged in using a variety of school provided devices to support and extend their learning.

The school bases its curriculum on a combination of explicit teaching and enquiry based learning. Cooperative learning, a differentiated approach and a focus on consistency across the school are key drivers in area all curriculum areas. In 2019, the school focused effort on continuing to improve the differentiated approach, especially in reading and writing and enhancing the use of feedback to support student learning and further developing student voice, leadership and agency.

Emphasis on the physical and creative development of our students is also a high priority. Many programs operate to support their performance and sporting skill development. These include an annual full school musical production and extensive participation in intraschool and interschool, sports and excellence, after school and Hoop Time basketball programs.

The school places a strong emphasis on student learning, engagement and wellbeing. A full time teacher is dedicated to wellbeing and learning support. This teacher works directly with individuals and groups of students, teaches respectful relationships and coordinates related programs across the school such as 'Mateship', our Buddy systems and Program for Students with Disabilities.

The driving goals for the Yarra Road 2018-2021 Strategic Plan are to strengthen the culture of professional practice to improve student-learning outcomes and to increase student motivation by empowering them to be self-regulated learners with high levels of cognitive engagement. In 2019, our focus was on literacy, especially writing. A strong professional learning program for staff, developing and embedding a consistent, whole school approach to teaching and learning incorporating the school's instructional model was a key driver.

Thai and Chinese students, were hosted by Yarra Road for periods varying from a week up to a full term. These international students were immersed in school routines, working with their peers as well as undertaking specialist English classes. The benefit of this program is two way. Our students are able to develop deeper intercultural

understanding and our international visitors have the benefit of learning through an immersion program in English.

Our Motto “Enjoying the Road to Success” is the essence of the school culture.

Framework for Improving Student Outcomes (FISO)

Our 2019 Building Practice Excellence goal was to strengthen the culture of professional practice to improve student learning outcomes with the key improvement strategy of implementing consistent assessment practices and using data to inform differentiated learning in writing. Our major actions were:

- to improve the in-depth knowledge of the teaching of writing and to develop a whole school approach, promoting our understanding of students' attitudes to writing
- to establish consistent assessment practices and assessment schedules in writing across the school
- to develop teacher capacity in the analysis of formative and summative data to inform differentiation in writing
- to strengthen the language development of targeted students through provision of speech pathology sessions and intervention programs.

The Writing PLC Team led the implementation of a new, whole school approach to the teaching of Writing utilising the Yarra Road PS Instructional Model incorporating the Writers' Workshop Model with an emphasis on the 6+1 Writing traits. This approach is clearly evident in classrooms as seen during frequent learning walks / peer observations. Student goals are now the focus of writing conferences with conference notes providing evidence of progress made toward their achievement and informing new goals. Author Walls in classrooms, and the establishment of a whole school Writers' Wall, highlighting developmental samples from each home group, shows learning progress across the school. Minilit was introduced to support underachieving students and it has had a significant impact on student's reading. All participants have shown growth making jumps of up to five reading levels with vastly improved work attack and fluency. This in turn has had a positive impact on their writing skills. Vocabulary enrichment is now an important component of classroom learning programs. Use of more complex and interesting language is now far more evident in student writing. Level planning meetings are now more focused on discussing student learning data and using this to inform differentiation. Our 2019 NAPLAN Writing results have shown significant improvement greatly exceeding our targets.

The second key improvement strategy of implementing effective, consistent high-level feedback mechanisms across the school was addressed by-

- developing teacher and student capacity in providing, receiving and using feedback
- using teacher and student observations of peers to improve teaching and learning
- developing a stronger climate/culture around accountability & the use of evidence
- strengthening the performance and development process and Involving the school community in the sharing of constructive feedback. This is underway and continues to be a focus.

Progress to date has involved the Feedback PLC Team examining feedback mechanisms used in the school. They have sought feedback from parents via School Improvement Committee Meetings. This has resulted in a more accepting attitude toward giving and receiving feedback and has opened up lines of dialogue. The use of Three Way Conferences from Years 1 to 6, focusing on student goals, has proven very beneficial to teachers and feedback from families has been very positive. Student accountability has increased and student self-assessment and awareness has improved. Feedback to and from students, via learning blogs and readers' and writers' notebooks, is now part of our school culture. Feedback between teachers on the use, content and interpretations of Writers' Notebook has become normal practice. Targeted learning walks and peer or student observations are now routine. Strengthening PDP process has resulted in a greater level of accountability with data driven discussions now the norm.

In 2019 our Empowering Students and Building School Pride goal was to increase student motivation by empowering them to be self-regulated learners with high levels of cognitive engagement. Our key strategy to achieve this was providing more opportunities for student agency in learning which was achieved by -

- developing teacher and student understanding of student voice and agency
- developing common language about student voice and agency in learning

- refining the YRPS Instructional Model to incorporate student agency by developing an instructional approach from a student's perspective including student choice/agency
- undertaking facilitation of regular student forums on what makes learning stimulating, motivates learning and increase confidence to learn
- improving formal process and developing protocols for peer observations to embed the YRPS Instructional Model.

Across the school students take responsibility for selecting the contents of their book boxes. Middle school level assemblies were student driven. Senior students developed a lesson in an area of interest, (their passions) which they taught, then received peer and teacher feedback, in addition to self-assessing their lesson. Students conducted professional learning for staff in student voice. Each teacher undertook to create a goal related to student voice that they would implement and report back on. Students attended level planning meetings to contribute their ideas and give feedback on teacher practice and learning content.

Achievement

2019 was the second year of our four year strategic plan (2018-2021). The four year strategic goals centred on strengthening the culture of professional practice to improve student outcomes and increasing student motivation by supporting them to be self-regulated learners with high levels of cognitive engagement.

Teacher judgement of student learning over the 2019 year showed that the percentage of students from Prep to Year 6 working at or above expected level in the areas of English and Mathematics was above the percentage in similar schools. This is a very pleasing improvement from the previous two years where our performance was similar to comparable schools.

The focused work undertaken by staff to develop a consistent curriculum and instructional approaches, and build their capacity in the teaching of reading (in 2018) and writing (2019) was reflected in the NAPLAN results of 2019 where there was an increase in the percentage of students performing in the top two bands. In Year 5 Reading we had 48.9%, of our students, a gain of 18.2%, in the top two bands, and in Writing 38% of students, a gain of 28% were achieving in the top two bands. Students achieving high growth from years 3 to 5 in Reading grew to 33%, an increase of 5 % and in Writing 56% of students achieved high growth, a gain of 32%. These percentages of achievement in reading are higher than similar and network schools, and the state's performance, and our writing results were significantly higher in all comparisons.

There was also a significant decrease in students in Year 5 who were in the bottom two bands of achievement with Reading, which was down to 6.7% of students (3), an 8.1% decrease and in Writing 5% of students (2) were in the bottom two bands, a 10% decrease. Individual Learning Plans were in place for these students.

Numeracy was not quite the same story with 60% of Year 3, and 33% of Year 5 students, performing in the top two bands of achievement. Year 3 results are above state, similar and network school and Year 5 results were above state and similar schools. This was pleasing, however high growth between Year 3 (2017) to Year 5 (2019), in the same student group, was significantly down, nearly 17%, medium growth was a similar story down 22%. These results are below state, similar and network schools and have informed our 2020 and 2021 focus on improving student outcomes in Mathematics, whilst maintaining or improving our excellent outcomes in Literacy.

The school community, especially and staff and students should be well pleased in the improved literacy outcomes and the way that the school has performed above the state, and similar and network schools. Their exceptional work has enabled the continual improvement since 2017.

We completed 2019 with a sense of pride in being able to lift the school to new heights. Based on parent, student and staff survey results, the majority felt very positive about the school. With:

- 89% of parents satisfied with the school overall
- 86% of our students feeling connected to the school,
- 88% of the staff feeling positive about the school climate.

Engagement

Our aim to provide a safe, stimulating and creative learning environment, where all students are confident learners, are engaged and connected to their school and their peers, and have a voice in decisions made about their learning. There was a continued emphasis in 2019 on increasing student voice and agency and improving differentiation in teaching.

In addition to the extensive work on improving our approach to teaching and learning to improve student engagement, additional actions included extending three way conferences to include all students from Year 1 to 6 to give them greater ownership over their learning and running a student leader forum, involving students from several of our network schools, to examine student voice and agency. A key outcome of this was the empowerment of the students to set goals and actions to increase their involvement in school direction and decision making.

As a result of our actions, the 2019 Student Attitudes to School Survey (ATOSS) showed excellent percentage endorsement in the students' judgement of their sense of connectedness (86%), self-regulation and goal setting (93%), stimulating learning (90%), differentiated learning challenge (95%) and high expectations for success (96%), all of which are higher than state percentages.

Parent engagement is promoted with many opportunities for parents to be involved in the school. Our Education Subcommittee provides a forum for parents to raise concerns and give input into many aspects of the school to promote connectedness and satisfaction. Introduced in 2019, fortnightly single question surveys further invite parents to share opinions and suggestions to improve operations and actions. 89 % of parents are satisfied with the school, (64 % in 2017) as measured by the 2019 Parent Opinion Survey.

The school continually addresses the issue of absenteeism by ensuring every child is accounted for every day and educating parents on the importance of students attending and being on time to school. Parents of children who are absent without notification are contacted before 10 am and students with poor attendance rates are routinely followed up. 2019 saw a small improvement in the average rate of attendance to 92.6%, a modest improvement on the 2018 average of 92.43%. Absences continue to be accredited mostly to illness followed by extended family holidays. 93% of students have a positive attitude to attending school with their sense of inclusion at 94%.

Wellbeing

Developing a strong sense of student wellbeing is a major commitment at Yarra Road Primary School. The school has worked particularly hard to develop resilience in students and will continue to work towards the goal of helping students to flourish. The theories of Positive Psychology have been introduced to staff and, as part of the Maroondah Plus 10 Network, we continue to embed them in our approach towards wellbeing.

The school is responsive to student needs through workforce planning, emphasising small class sizes, differentiated teaching programs and wellbeing support. The continued commitment to funding a full time Student Wellbeing Teacher has embedded a focus on prevention strategies. This, along with the 'Mateship' pastoral care initiative, Respectful Relationships program, and Restorative Practices, with an emphasis on Circle Time, continue to improve student's positive perceptions around student safety.

2019 saw a strong focus on student voice and agency, particularly in terms of how we give and receive feedback to, and from, students and involve them in decision making.

Our students consistently exceeded similar, and network, schools, and state results in wellbeing domains of the 2019 Student Attitude to School Survey such as resilience 88% (State 81%), motivation and interest 88% (State 83%), sense of confidence 86% (State 81%), sense of inclusion 94% (State 89%), teacher concern 87% (State 77%) and voice and agency 82% (State 71%).

An extensive transition to school program is conducted for our incoming Prep students during Terms 3 and 4. These sessions familiarise the new students with the school, and introduce them to many of our structures ensuring they are well prepared for the year ahead. Our internal transition program: "Stepping Up", supports students transitioning

between year levels within the school. It demystifies, builds familiarity and establishes relationships as students prepare to move up to the next year level.

Financial performance and position

Careful management of revenue and expenditure sees the school maintain a healthy financial position. Development of a short, medium and long term plan for maintenance, and major and minor projects, has assisted in prioritising expenditure whilst planning for repairs, maintenance and improvements to facilities, grounds and teaching and learning programs.

During 2019 the school funded major improvement works to the front entrance to the school, extensive development and resourcing of literacy curriculum and additional staffing to promote Student Wellbeing and Learning Support.

Additional funds received in 2019 included:

- Commonwealth Government Sporting Schools grants to provide coaching for all students in athletics, golf and netball.
- Revenue from the enrolment of short-term international students from Thailand and China. These funds were used to employ additional staff for intensive English classes and providing a broad learning experience for these students. Hosting international students supports YRPS students to develop further their intercultural understanding and provided staff with an opportunities to study school systems in Malaysia and Vietnam.
- A grant to establish a Sister School relationship with a school in Malaysia which included sending a team of YRPS staff to visit to promote our intercultural capability.
- Local fund raising, which was used to support learning of all students through provision of additional resources, including provision of digital hardware and building the capacity of teachers.

For more detailed information regarding our school please visit our website at
<https://yarrardps.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

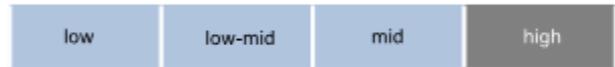
Enrolment Profile

A total of 346 students were enrolled at this school in 2019, 188 female and 158 male.

1 percent were EAL (English as an Additional Language) students and 1 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

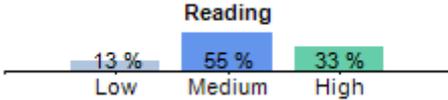
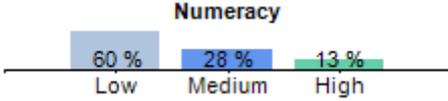
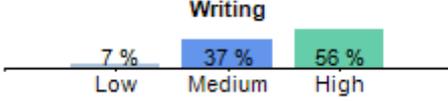
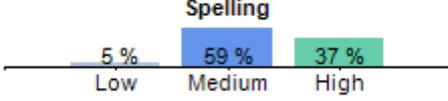
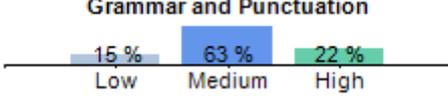
Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>Similar School Comparison</p> <p>● Above ● Similar ● Below</p> <p>Above ●</p> <p>Above ●</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 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>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>Above ●</p> <p>Below ●</p>

Performance Summary

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>	<p>Reading</p>  <p>Numeracy</p>  <p>Writing</p>  <p>Spelling</p>  <p>Grammar and Punctuation</p> 	<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>  <p>Statewide Distribution of Learning Gain (all domains)</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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Above ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	91 %	92 %	93 %	92 %	93 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	91 %	92 %	93 %	92 %	93 %	93 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison Key: ● 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>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>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	\$2,795,577	High Yield Investment Account	\$236,046
Government Provided DET Grants	\$372,507	Official Account	\$15,987
Government Grants Commonwealth	\$7,147	Total Funds Available	\$252,033
Government Grants State	\$2,900		
Revenue Other	\$16,516		
Locally Raised Funds	\$376,143		
Total Operating Revenue	\$3,570,790		
Equity¹			
Equity (Social Disadvantage)	\$12,074		
Equity Total	\$12,074		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,675,214	Operating Reserve	\$115,864
Books & Publications	\$1,329	Provision Accounts	\$7,101
Communication Costs	\$4,179	Total Financial Commitments	\$122,965
Consumables	\$68,886		
Miscellaneous Expense ³	\$191,606		
Professional Development	\$15,254		
Property and Equipment Services	\$176,052		
Salaries & Allowances ⁴	\$165,193		
Trading & Fundraising	\$81,940		
Travel & Subsistence	\$7,635		
Utilities	\$32,344		
Total Operating Expenditure	\$3,419,632		
Net Operating Surplus/-Deficit	\$151,158		
Asset Acquisitions	\$28,552		

(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)

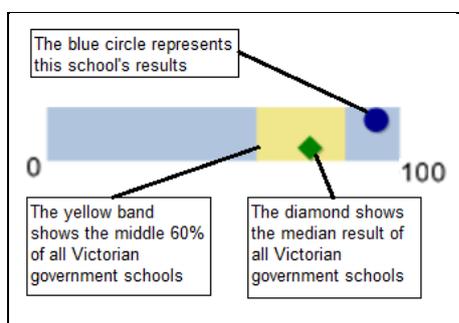
Engagement

- 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').