

# 2018 Annual Report to The School Community



School Name: Hawthorn West Primary School (0293)

<<PLEASE UPLOAD A SCHOOL  
LOGO>>

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 05 April 2019 at 10:06 AM by Glenys Williamson  
(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 26 April 2019 at 11:30 AM by David Wightman  
(School Council President)

## About Our School

### School context

Hawthorn West Primary School is located in Melbourne's inner east and has a proud history of serving the community since 1853.

Our school is an inclusive community where students, staff and parents learn and grow together.

At Hawthorn West we are committed to continuous improvement and maximising the experiences and outcomes for all our students, through excellence in teaching and learning. Our school is focused on lifelong learning and underpinned by our school values - Curious, Confident, Connected, Achieving Excellence. We have established a dynamic learning environment, which inspires, challenges and supports students to achieve their personal best and make a positive contribution to the world in which they live. Students are encouraged to be reflective and responsible learners and citizens.

The school has highly effective Professional Learning Communities (PLC's) where teachers and students work and learn together within a multi - age structure.

Our teachers create a vibrant learning culture where students are provided with rich learning experiences to develop the skills to achieve academically, socially and emotionally and with opportunities for all students to experience success. Teachers work collaboratively to plan differentiated instruction to meet the individual learning needs of students.

Our priorities are the development and provision of targeted and engaging learning sequences that enhance literacy, numeracy and critical thinking skills whilst building personal and interpersonal learning abilities. At Hawthorn West, our students are provided with a wide range of personal, academic and practical experiences. We deliver a comprehensive learning program based on the Victorian Curriculum with specialist programs in Japanese Language, Music, PE, Science and Visual Art.

We believe it is important to provide opportunities for our teachers to continue to develop their skills and have implemented a detailed professional learning plan to support their development. Our approach to teaching and learning is consistent throughout the school and based on the high expectations we set for our staff and students.

2018 was the final year of the current Strategic Plan (2014 – 2018) and also, our year of review. The review panel engaged in a robust reflection process which concluded in identifying the goals and targets which would shape the 2019 – 2022 Strategic Plan for the school.

Hawthorn West is a welcoming school and has a strong commitment to fostering key relationships with parents and families. Community involvement is an important component of our school and strongly encouraged. Parents are actively involved in a variety of school programs and work exceptionally hard to maintain and improve the school and its facilities for the benefit of the students. Parent participation complements and extends the quality programs provided by the staff.

At the time of the 2018 February Census there were 479 students enrolled at the school.

Hawthorn West PS had an equivalent full time staff that included: 2 Principal class, 1.4 Leading Teachers, 28.4 teachers and 5.2 Education Support staff.

### Framework for Improving Student Outcomes (FISO)

The 2018 Hawthorn West Annual Implementation Plan focused on the following improvement initiatives.

1. Building Practice Excellence
2. Building Leadership Teams

### 3. Setting Expectations and Promoting Inclusion:

#### Building Practice Excellence:

The strategies used to build the capacity of the teachers included continuing our focus on creating collaborative Professional Learning Communities (PLC) with the purpose of improving student outcomes. Effective PLC meetings were held during school hours and each PLC set goals to improve their practice linked to a target in the Annual Implementation Plan (AIP). Each PLC then developed an Inquiry using the FISO Improvement Cycle:

- evaluate and diagnose their performance successes and challenges around student achievement, wellbeing, engagement and productivity
- prioritise and set goals for improvement strategies and initiatives that would have the greatest impact on student learning
- develop and plan their improvement strategies and initiatives to ensure successful implementation
- implement and monitor the selected improvement strategies and initiatives and the impact they have had on student learning

Our teachers regularly analysed and moderated student work. They received feedback on their practice through peer observations and focused learning walks.

**Building Leadership Teams:** This focus centred on the continued development of our middle leaders to improve their teaching and leadership capacity. Skills in facilitating effective meetings, curriculum planning, and giving and receiving feedback - teacher to teacher, student to teacher and student to student were a specific focus for staff throughout 2018.

#### Setting expectations and promoting inclusion:

As part of this initiative we continued our learning around Visible Wellbeing.

In 2018, we began our Visible Wellbeing partnership with Professor Lea Waters from Melbourne University and the staff at Melbourne Girls College. The introduction and implementation of the Visible Wellbeing framework (VWB) has been the foundation of our personal development program. Staff were involved in ongoing Professional Learning to develop their skills and personal wellbeing goals through the SEARCH framework which encompassed six well being pathways - Strengths, Emotional Management, Attention and Awareness, Relationships, Coping and Habits and Goals. In 2018, teachers further explored the pathways of Strengths, Emotional Management, Attention and Awareness at a PLC level and with their classes.

We have revisited and consolidated our Restorative Practices program and explicitly built strategies into wellbeing programs to promote resilience and the development of a growth mindset. We have sourced feedback on teacher practice and engagement from students through the Pivot Survey which was administered to all students in years 2-6. The results from the survey were discussed with at a PLC and classroom level and from the results teachers established learning goals.

## Achievement

The Key Improvement Strategies outlined in the School Strategic Plan ensure that we continue to focus on embedding a consistent whole school approach to the teaching of Literacy and Numeracy with a focus on raising the capacity of our teachers to improve outcomes for all students.

Our student achievement data continues to demonstrate that our students operate at a high level. Victorian Curriculum Teacher Judgments rating students 6 – 18 months above the expected level in Reading, Writing and Number exceeded similar schools and state results. HWPS has strong NAPLAN results in Reading, Writing and Number at Year 3. When comparing the top two bands of achievement in Year 3 against similar schools:

- 83 % of HWPS students achieved at these levels in reading compared to 76% for similar schools.
- 80% of HWPS students achieved at these levels in writing compared to 62% for similar schools.
- 75% of HWPS students achieved at these levels in numeracy compared to 65% for similar schools.

In 2018, significant growth in our Year 5 NAPLAN Writing data indicated that 35% of HWPS students achieved in

the top two bands compared to 22% for similar schools. The NAPLAN relative growth data indicates significant high levels of growth from Year 3 to 5 in writing, and significant medium levels of growth in reading and numeracy. Our aim is to increase the percentage of students who achieve high growth between Years 3 and 5 in all areas.

In 2018, our continued work on building highly effective Professional Learning Communities (PLCs) has shown strong commitment towards building a robust culture of school improvement through collaboration and analysis of student data. Teachers ensure all students' learning needs are considered in planning and utilise a range of ongoing assessments to identify individual learning needs, improve student performance and develop learning programs.

In 2019, the school will have a strong focus on developing and improving teacher practice in reading by engaging the services of an external reading consultant. Teachers will have regular opportunities to work with colleagues to reflect on and improve their reading practice by having their teaching observed.

## Engagement

At Hawthorn West we deliver an engaging learning program where students are supported to achieve their best. Staff at Hawthorn West Primary School pride themselves on their ability to develop positive and meaningful relationships with students, which allows students to feel connected to their school community. Teachers prioritise getting to know their students as individuals, and promote the diversity of our school community as a strength, allowing students to celebrate their differences.

Recognising that students have different needs, our teaching and learning focuses on differentiation and individualisation, so that every student has the opportunity to be challenged at their point of need and experience success in their learning.

Students are also provided with many opportunities to pursue their interests, such as involvement in camps/excursions, or extra-curricular activities:

- Maths Olympiad
- Tournament of the Minds
- State School Spectacular (Sing West)
- Choir
- Rock Band
- Junior School Council
- Green Team
- Aerobics
- Lunch time clubs: Fitness, Technology, Dance, Art, Japanese, Lego, Library

Intervention programs included:

- Multi Lit
- Levelled Literacy Intervention (LLI)
- EAL - English as an Additional Language

Whole school community events are an important feature of our school, engaging as many members of the community as possible, to come together and enjoy fun activities, such as Movie Night, Lapathon, Father's Day Breakfast, STOMP Dance performance, Colour Run, etc.

There was a continued focus on student engagement through the Science specialist program which included students exploring robotics and coding.

Students are provided with many opportunities to develop their leadership capacity. These include an active Junior School Council and a focused Grade 5/6 Student Leaders program. Our student leaders attend the Halogen Young Leaders Conference and have the opportunity to initiate and facilitate student led projects such as whole school assemblies, school tours and Grade 6 Market Day.

At Hawthorn West, our average number of student absences in 2018 (12.2 days per student) was similar to the predicted range and is also similar over the 4 year average. The average student attendance of 94% is higher

than the state average. Extended family holidays and medical appointments during school time, feature heavily as reasons for student absence. The school will continue to promote 'Every Day Counts' and maintain protocols governing student absences due to the high correlation with student outcomes

## Wellbeing

One of our main goals at Hawthorn West Primary School in 2018 was to further enhance the wellbeing of all our students and develop resilient, tolerant, inclusive and caring students who support their peers.

Throughout 2018, Hawthorn West Primary School staff and students continued to develop a whole-school approach to Visible Wellbeing. Staff participated in further professional learning throughout the year and implemented classroom activities relating to Strengths, Emotional Management, and Attention and Awareness. These Visible Wellbeing foci are consistent across all Professional Learning Communities along with the Resilience, Rights and Respectful Relationships (RRRR) framework.

Along with these approaches, teachers continue to make use of Circle Time and Restorative Practice to strengthen positive relationships between students throughout the school. These approaches focus on raising student voice equally, encouraging students to listen to each other's point of view on a day-to-day basis and when resolving an issue.

Our Foundation Buddy program is a proactive approach to building student connections, where Foundation students are linked up with a Grade 5 buddy. The buddies meet on a regular basis and our Foundation students are supported through these peer relationships within and beyond the classroom.

At Hawthorn West we have established a comprehensive intra school Transition Program where every student participates in a range of activities with their new teachers and classmates during Term 4. This program assists students to feel more connected and confident about returning to school the following year.

Throughout 2019, Hawthorn West Primary School will continue to develop staff and student awareness of Visible Wellbeing, through their involvement in further Professional Learning about Relationships, Coping, and Habits/Goals. The staff Wellbeing Team, made up of representatives from each Professional Learning Community, will embed our whole school approaches across the school.

## Financial performance and position

In 2018, Hawthorn West Primary School continued to support the implementation of the Strategic Plan by committing funds to professional learning and resources.

We continued to invest in the school's facilities:

- Updating some air conditioners across the school
- Increasing the digital technology across the school – ipads, robotics resources, replacement of interactive whiteboards with televisions, Apple TV's
- Recarpeting some classrooms
- Purchasing new furniture for some classrooms

In 2019, we plan to continue to invest in the school's resources by completing projects including:

- Completing Stage 1 of the grounds masterplan
- Painting several classrooms
- Continuing to replace televisions and increase the digital learning and robotics resources
- Updating the library – new library furniture
- Replacing carpet in some classrooms

The fundraising activities in 2018 were extremely successful due to ongoing parent involvement and support.

The school received a small amount equity funding and however considerably more than the allocated amount was used to support our learners who required program modification.

Grants were obtained from School Sports Victoria which were used to provide alternative learning opportunities for students and DET (Equipment Boost for Schools) which was used to purchase acoustic blinds for the Music

Room.

We also continued to focus on the development of our staff by implementing a Professional Learning Program that directly related to achieving the goals in our Strategic Plan.

Through careful management of government (including the staffing budget) and parent raised funds, the financial position of the school in 2018, remains in surplus. The surplus includes funds already committed to the 2019 School Council approved grounds project.

I would like to thank the members of the Finance Committee for their support throughout 2018.

## 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

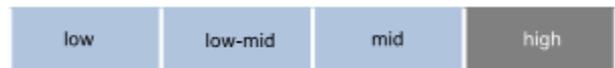
#### Enrolment Profile

A total of 490 students were enrolled at this school in 2018, 244 female and 246 male.

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

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

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

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



#### School Staff Survey

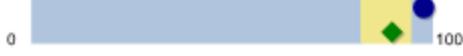
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Higher</p> <p> Higher</p>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></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> Higher</p> <p> Higher</p>
<p><b>NAPLAN Year 5</b></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> Lower</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><b>NAPLAN Learning Gain</b> 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>24%</td> <td>59%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>58%</td> <td>13%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>47%</td> <td>40%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>54%</td> <td>24%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>11%</td> <td>43%</td> <td>46%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	24%	59%	17%	Numeracy	29%	58%	13%	Writing	13%	47%	40%	Spelling	22%	54%	24%	Grammar and Punctuation	11%	43%	46%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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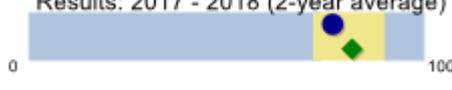
## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b>            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="526 907 1015 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>95 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	95 %	94 %	93 %	93 %	93 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	95 %	94 %	93 %	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:

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

## Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,446,419	High Yield Investment Account	\$85,077
Government Provided DET Grants	\$454,598	Official Account	\$50,632
Government Grants Commonwealth	\$13,651	Other Accounts	\$1,029,492
Revenue Other	\$26,425	<b>Total Funds Available</b>	<b>\$1,165,201</b>
Locally Raised Funds	\$666,492		
<b>Total Operating Revenue</b>	<b>\$4,607,585</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$9,132		
<b>Equity Total</b>	<b>\$9,132</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,331,448	Operating Reserve	\$151,362
Books & Publications	\$22,711	Funds Received in Advance	\$1,181
Communication Costs	\$12,695	Asset/Equipment Replacement < 12 months	\$60,000
Consumables	\$116,876	Capital - Buildings/Grounds < 12 months	\$40,000
Miscellaneous Expense <sup>3</sup>	\$419,225	Maintenance - Buildings/Grounds < 12 months	\$60,000
Professional Development	\$7,662	Capital - Buildings/Grounds > 12 months	\$852,657
Property and Equipment Services	\$286,360	<b>Total Financial Commitments</b>	<b>\$1,165,201</b>
Salaries & Allowances <sup>4</sup>	\$74,728		
Trading & Fundraising	\$43,392		
Travel & Subsistence	\$833		
Utilities	\$30,623		
<b>Total Operating Expenditure</b>	<b>\$4,346,553</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$261,031</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

- (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)

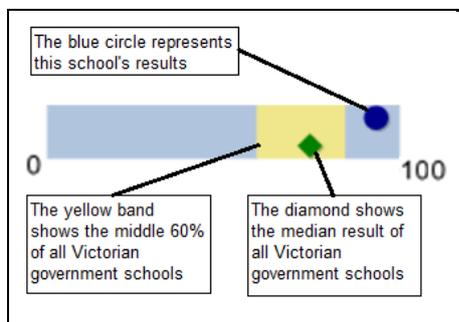
### Engagement

- 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).

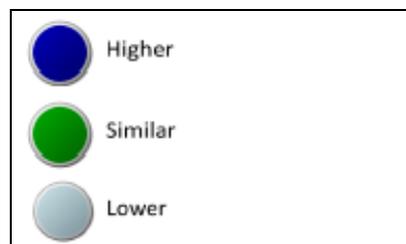


## What does *School Comparison* refer to?

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').