

# 2018 Annual Report to The School Community



School Name: John Henry Primary School (5561)



- 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 17 March 2019 at 06:18 PM by Tanya Roberts  
(Principal)

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

Attested on 24 April 2019 at 08:08 AM by Marita Sheean  
(School Council President)

## About Our School

### School context

“At John Henry Primary School, we strive to provide the highest quality teaching and learning opportunities for our community.”

John Henry Primary School has been designed to support a contemporary pedagogical approach and to foster the development of a strong community. Providing an environment that encourages students to engage with and take ownership of their learning. 21st Century learning is underpinned by teaching practices, methods and spaces that are engaging and motivating. At John Henry Primary School our spaces compliment current and evolving pedagogical practices and provide creative and energised learners and teachers. Our spaces enable social and collaborative learning opportunities, integrated curriculum delivery, a combination of teacher-directed and student-directed teaching and learning, independent and inquiry based learning, explicit and direct instruction, innovative and creating thinking, social and emotional development, relationship building, and deeper level problem-solving skills.

Our school has approximately 800 students through Foundation to Year Six. We also have an Early Childhood Learning Centre, Before and After School Care Program as well as a School Holiday Program all managed and operated by the YMCA.

Our JHPS staff have all been recruited for their varying skill sets, with a commitment to student centred learning being the number one driving force behind each of their appointments. The staff are very enthusiastic and dedicated to meeting the individual needs of all of our students and families. We currently have 35 classroom teachers, 11 specialist teachers and 20 education support staff, 2 assistant principals and 3 administration staff.

We expect our community to:

BE RESPONSIBLE      BE RESPECTFUL      BE LEARNERS      BE SAFE

At John Henry Primary School, the students, parents and staff are all part of a unified community working hard to ensure the safety and well-being of all children whilst providing them with a challenging and rewarding educational experience. We recognise that the years spent in school are essential in building a foundation for happiness and success in life. Our caring and highly qualified professional staff provide our students with a safe and stimulating environment in which learning is the focus. Our aim is to provide students with a stage upon which they may excel in activities that involve leadership and global understanding. We promote a culture that fosters a positive self esteem and a sense of belonging by celebrating the achievement and success of each student.

### Framework for Improving Student Outcomes (FISO)

In the 2018 Annual Implementation Plan, we developed a series of targets based on the dimension of Building Practice Excellence as part of the FISO model.

Here is a summary of the targets and our results:

- All teachers are using the agreed John Henry Primary School Instructional Model for teaching and learning
  - All teachers have implemented the agreed strategies for individual and group professional development
- Teachers developed the agreed target strategies for Professional Development based on the High Impact Teaching Strategies published by the DET. All teachers indicated a thorough understanding of the JHPS Instructional Model, applying the target strategies they developed in the improvement cycle to maximise the impact on student learning, inclusive of structuring lessons and explicit classroom teaching. This work is continuous and the approach taken to develop this work will be replicated as we focus on the explicit teaching and priorities of Reading and Number in 2019.

## Achievement

At John Henry Primary School we have worked to consolidated the Cycle of Teaching and Learning that was developed during our first year of operation, with the introduction of a range of Professional Learning Teams across the school. PLTs (Professional Learning Teams) analyse student-learning data to ensure a differentiated curriculum and personalised learning approach. Foundation - Year 6 data in Literacy and Numeracy has been tracked and utilised to ensure learning is based on individual needs and levels.

Each Learning Community has utilised the work of the Maths and English PLT's to analyse their cohort data in greater depth to develop strategies to improve student learning and cater for learning differences. Strategies include continuous Rapid Formative Feedback to assist students to improve their skills, and differentiation. The Essential Assessment Program used in Numeracy has enabled identification of students' zone of proximal development. Our students, like our teachers, are able to clearly communicate their known understandings and identify their misunderstandings that they need to focus on to move forward for the next steps in their learning.

### 2018 NAPLAN Data:

Year 5 Growth Data Percentages clearly demonstrates that we need to focus on the number of students working above the expected level after completing the Year 3 NAPLAN to ensure that we are providing every opportunity for students to have the opportunity to demonstrate high growth when completing the assessment in Year 5. In all areas of the NAPLAN testing the JHPS percentage of students with high growth sits between 6% (Grammar and Punctuation) - 23% (Spelling), while the State average across all areas ranges between 24% - 26%.

When unpacking NAPLAN data further to look at students achieving in the TOP 2 Bands of NAPLAN we found the following:

Year 3	JHPS	State
Reading	53%	36%
Writing	33%	33%
Spelling	17%	33%
Numeracy	19%	24%
Grammar & Punctuation	9%	29%

If we look at the above data these are the percentages that we need to unpack for these students working through the remainder of Year 3, Year 4 and Term 1 of Year 5 to ensure that these students have the opportunity to achieve high growth results.

We are confident our targeted/point of need teaching practices within Reading and Mathematics will lead to a decrease of our students achieving low gains and an increase in middle and high gains in the years to follow. In 2019 we have focused on ensuring we develop a school-wide consistent writing model to assist in ensuring an increase of students into the high gain category. Through the use of VCOP as an underlying writing practice, the further development of our writing rubrics and targeted teaching utilising the High Impact Teaching Strategies, we are confident in ensuring improved NAPLAN growth data within the area of writing.

With the appointment of Literacy and Numeracy Learning Specialist Leaders, our teachers will participate in explicit Professional Development aimed at increasing their skills, knowledge and understanding of how to utilise assessment data to teach high quality explicit teaching groups for Reading and Numeracy. The Learning Specialists have also developed a NAPLAN introduction and preparation schedule that provide all students with the best opportunities to demonstrate their personal best on the NAPLAN Assessment.

## Engagement

In 2018, our Improvement Priority was Community Engagement in Empowering Students and Building School Pride, with the focus initiative on Building Communities. The Key Improvement Strategy for this initiative was to

'Collaborate with our school community to develop their understanding of our 'Cycle of Teaching and Learning' and 'Connect students to our Cycle of Teaching and Learning Blueprint and what that could look like by giving them a voice in their own learning and leadership development through regular student forums'. As a new school in our second year it was important to continue the common communication tools that were established in the foundation year. Enabling all community members to be informed about their child's progress, keep up to date with JHPS practices, processes, initiatives, events and education.

Student voice was one of the primary initiatives that was implemented in 2018. Student Leadership (Grade 6) regularly meet with Council representatives to broaden their leadership skills and understanding of 'What it means to be a leader?' along with developing their own understanding of broader community connections. Student Representative Council was established in 2018, allowing all year levels to have an authentic student voice, pose questions and further facilitate a student led community. Learning Specialists attended a Bastow course, Design for Deepening Learning. This allowed for reflection of the JHPS Cycle of Teaching and Learning and the further development of ideas and strategies to incorporate Student Advocacy and Agency into the cycle.

At JHPS we have a strong focus on developing the capacity of all learners in the use of Digital Technologies and Design. Digital strategies and tools are utilised throughout the whole JHPS cycle of Teaching and Learning, with the year 5 & 6 students having one to one devices to support their learning in becoming 21st century digital citizens.

Absences are recorded on COMPASS and all families are using the portal to approve student absences. 2018 Attendance data was similar to like schools however we have a large proportion of Indian families in our community and many of them holiday at the beginning of the year and don't start school until the beginning of March (this was the case in 2018 with 8 families taking extended holidays). All year levels had students with over 90% attendance in 2018 (with the exception of Year 6, only slightly below - 86%) and created visible DATA walls to track and monitor students' attendance. All Learning Communities discussed attendance data and included conversations in their weekly Pre Planning meetings (documented). Students with attendance concerns were flagged, monitored and meetings arranged with families. If further assistance from outside organisations was required, this was swiftly arranged. Attendance was also celebrated each term, both individually and across the school.

## Wellbeing

Throughout 2018 we saw the implementation of the Resilience Project in Term 1. The education provided to staff, students and our wider community allowed our focus around developing resilience in students and our broader community to be successful. The professional development gained from the team at the 'Resilience Project', allowed the Wellbeing Team to conduct action research for the remainder of the year to determine best practice for practising gratitude and mindfulness in our school. We saw instant success with the trial across the school. This resulted in a boost of positive COMPASS posts for students following our expectations, as well as a decrease in negative posts, as students developed necessary skills to deal with their emotions and become more independent when in the classroom and school yard.

The research confirmed the benefits of practising gratitude daily and as a result the school created its own John Henry Primary School Diary. Inside the diary a student is able to record their daily reading, as well as document what they are grateful for on a daily basis.

Lunch time clubs continued to be a success across the school. Students who needed and benefitted from a more structured lunch time had the opportunity to join in extra curricula activities of their choice under the supervision of staff members. This contributed to more positive reinforcement at recess and lunch time for those students and allowed them to demonstrate success in following our positive school wide expectations.

The implementation of 'Afternoon Groups' for our students who are funded under the Program for Students with Disabilities gave an opportunity for our Education Support Staff to continue develop positive relationships with students across the school. Three afternoons a week, our funded students engaged in structured learning

opportunities, where they could develop their emotional and social skills whilst participating in activities that were of an interest to them. The professional development at the beginning of 2018, provided to Education Support staff and teachers, in the 'Rock and Water' program has generated enthusiasm from students and staff.

A highlight of 2018 was 'Super Week', where as a wellbeing team we dedicated a whole week to recognise and acknowledge staff at JHPS. This week was a huge success with fun activities and opportunities to recognise all the wonderful work our staff do on a daily basis. This week generated excellent enthusiasm and positivity. Another highlight was our whole school time tabling of circle time into every Learning Communities weekly practice. The focus was on the development of personal and social competencies, a whole school curriculum toolkit and growth mindset resources. Staff were also provided with professional learning on strategies to support students social and emotional regulation, enabling a common understanding, language and culture of student supports.

Upon reflection of 2018, it was integral to follow on from the work provided by the Resilience Project. Professional development provided by Dr Richard Chambers in the beginning of 2019, gave staff a deeper understanding of the science underpinning mindfulness and its positive effects on the brain.

As our school continues to grow, our 'Step into Success' program at the beginning of the school year proves to be successful for not only our students moving into a new year level, but our new staff coming into the school. With a further 13 new staff members, re-establishing our school expectations and vision has been integral for continued success for 2019.

### **Financial performance and position**

John Henry Primary School was in its second year of operation in 2018. It is part of the New Schools Public Private Partnership (PPP) Project which is a public private partnership delivered under the Victorian Government's Partnerships Victoria framework. The Partnerships Victoria model seeks to achieve better value for money by capturing the expertise and efficiencies of the private sector in designing, financing, building and maintaining infrastructure projects and providing services on a whole-of-life basis.

The Partnerships Victoria framework requires that projects comply with the:

- National PPP Policy and Guidelines (National PPP Guidance) that apply across all state, territory and Commonwealth arrangements;
- requirements specific to Victoria as detailed in the Partnerships Victoria Requirements (updated in May 2013).

The Student Resource Package was able to be managed in a SURPLUS due to the ongoing growth of student numbers and the work completed between the school principal and DET finance team to ensure that indicative numbers were maintained and communicated clearly with DET. Staff recruitment was directly related to ongoing planning for the school, while ensuring a strong educational culture was being developed. As part of the New Schools Public Private Partnership Project the School Resource Package does not provide financial remuneration as ongoing school maintenance is supported by the PPP.

The school was able to credit to cash transfer over \$100,000 dollars during the 2018 school year, this money was used to purchase a variety of assets for our Performing Arts Program. We purchased a lightning and sound system and school stage that can be used both within the stadium and outside on the school oval. We also continued to resource the Digital Technology assets for students from Years Foundation - Year 6. Our school device ratio is currently 1: 3 with all students in Years 5 & Year 6 having their own laptop through the 1:1 device program.

**For more detailed information regarding our school please visit our website at**  
<http://jhps.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 651 students were enrolled at this school in 2018, 298 female and 353 male.

20 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

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> Lower</p> <p> Lower</p> <p> Similar</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> Lower</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>31%</td> <td>52%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>43%</td> <td>41%</td> <td>16%</td> </tr> <tr> <td>Writing</td> <td>45%</td> <td>41%</td> <td>14%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>46%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>56%</td> <td>6%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	52%	17%	Numeracy	43%	41%	16%	Writing	45%	41%	14%	Spelling	31%	46%	23%	Grammar and Punctuation	38%	56%	6%	<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="528 909 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>92 %</td> <td>92 %</td> <td>92 %</td> <td>90 %</td> <td>91 %</td> <td>91 %</td> <td>86 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	92 %	90 %	91 %	91 %	86 %	<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										
92 %	92 %	92 %	90 %	91 %	91 %	86 %										

## 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> Higher</p> <p> Higher</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> Higher</p> <p> Higher</p>

## Financial Performance and Position

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

### Financial Performance - Operating Statement Summary for the year ending 31 December, 2018

### Financial Position as at 31 December, 2018

Revenue	Actual
Student Resource Package	\$4,716,622
Government Provided DET Grants	\$681,744
Government Grants Commonwealth	\$5,721
Revenue Other	\$6,638
Locally Raised Funds	\$356,965
<b>Total Operating Revenue</b>	<b>\$5,767,689</b>

Funds Available	Actual
High Yield Investment Account	\$150,756
Official Account	\$47,635
<b>Total Funds Available</b>	<b>\$198,391</b>

### Equity<sup>1</sup>

Equity (Social Disadvantage)	\$93,044
<b>Equity Total</b>	<b>\$93,044</b>

### Expenditure

Student Resource Package <sup>2</sup>	\$4,643,188
Books & Publications	\$6,375
Communication Costs	\$21,032
Consumables	\$252,612
Miscellaneous Expense <sup>3</sup>	\$248,244
Professional Development	\$56,863
Property and Equipment Services	\$129,490
Salaries & Allowances <sup>4</sup>	\$181,536
Trading & Fundraising	\$67,301
Travel & Subsistence	\$10,633
Utilities	\$113,693
<b>Total Operating Expenditure</b>	<b>\$5,730,967</b>

### Financial Commitments

Operating Reserve	\$181,109
Other Recurrent Expenditure	\$33,414
<b>Total Financial Commitments</b>	<b>\$214,522</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$36,722</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)

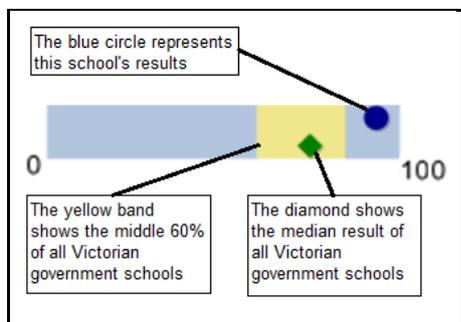
### Engagement

- 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).

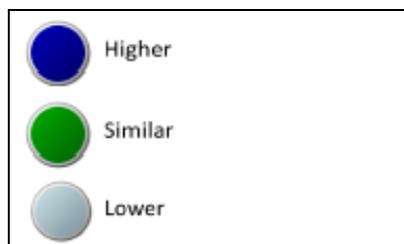


## What does *School Comparison* refer to?

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').