

2018 Annual Report to The School Community



School Name: Albany Rise Primary School (5427)



- 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 Regulation 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 04:25 PM by Judith Drew
(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 Regulation 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 21 March 2019 at 05:59 PM by Ben Rowe (School
Council President)

About Our School

School context

Albany Rise Primary School aims to deliver a high standard of teaching and student wellbeing programs which foster a long term love of learning in a safe and engaging environment. Our school's mission is to develop students who value learning throughout their lives, strive to achieve and are literate and numerate. We aim to produce confident and empathetic students who are global citizens equipped to succeed in the 21st century. Our community centered learning environment is underpinned by a sense of inclusion, engagement and high expectations for learning. We work closely with all our families to develop a highly personalised program for each student, through the efforts of our motivated and caring staff.

Our curriculum has a strong emphasis on literacy and numeracy with structures and practices that promote successful individualised learning outcomes, personal goal setting and celebrations of success in learning for all students. Our aim is to extend knowledge, challenge thinking, provide choices and opportunities and ignite passions across the Victorian Curriculum.

Albany Rise Primary School has worked with the community over time to develop facilities that enhance the learning environment. Since the schools beginnings as 'Northvale Primary School' during the early 1970s, the school has merged with several schools in the area over time, establishing the name of 'Albany Rise' in 1994. As a school situated in the eastern residential suburb of Mulgrave, approximately 20 km from the central business district of Melbourne, our school profile is culturally and economically diverse. The majority of our students live in the neighbourhood area, whilst some families travel from near-by suburbs to attend the school. The overall socioeconomic profile of the school community in 2018 was Medium.

The number of students enrolled at our school has varied between 280-310 students over recent years. Since 2017, student numbers have remained over 300. We employ a high quality and dedicated staff who all work together to ensure that we maintain our high standards for the benefit of our students. In 2018, the school was led by a Principal and one Assistant Principal along with a leadership team which included one Leading Teacher and a Student Wellbeing Officer. Our staff worked together with Regional Leadership Partners staff as integral members of our school team during 2018. These staff included an Executive Principal and two leading teachers. In 2018, the school had 13 classes from Foundation to year 6, as well as four specialist classes, with the equivalent of fulltime and part time staff totalling 19.2 teaching staff. The school has a dedicated team of additional staff who include one library technician, and Education Support staff who work with individual students as well as facilitate a number of classroom and cross school inclusion and support programs, such as our chickens and garden activities.

Our continually upgraded facilities include recently completed synthetic running track and oval, an outdoor developmental learning space, a STEM centre and an Administration building housing a Student Wellbeing Office, Library, Computer Hub, Music room and Staffroom. Our school also features a large gymnasium hall and Visual Arts Centre, incorporating a canteen and After school hours facilities (OSHClub). This building accommodates weekly assemblies, concerts and musical performances as well as Art and physical education classes.

Albany Rise is proud of its rich history, tradition of inclusive and high quality education and excellent facilities which continue to improve each year. We work closely with our community to extend all children's emotional and intellectual growth and, in addition, we ensure the learning of our gifted and talented students as well as those students requiring additional support, are strategically targeted. Our differentiated learning programs and approaches are underpinned by a comprehensive Student Wellbeing program.

We offer a wide range of specialist programs including PE and Sport, Music and Performing Arts, Visual Arts and Mandarin language learning from Prep to Year 6. Opportunities are provided for students to excel in programs and personal areas of interest, such as; our choir, Performing Arts productions, Talent Quest, Annual Spelling Bee, Bike Education, Swimming, Camps and a broad range of sporting opportunities. Additionally, our students have multiple opportunities to demonstrate and grow their Leadership skills through programs such as; Peer Mediation, Junior School Council, House Sports and activities, Breakfast Club, Jolly Joggers and through student run weekly whole school Assemblies. Most importantly, each student's learning needs are catered for in every classroom every day through our differentiated curriculum and personalised goal setting. Our whole school Inquiry approach to learning incorporates Humanities and STEM topics and skills, including the introduction of robotics in 2018. Our early years students participate in a play based Inquiry program which also enhances oral language, writing and social skills.

At Albany Rise Primary School, we consistently refer to our 3 core values; Respect, Responsibility and Resilience are all aspects of our learning.

Framework for Improving Student Outcomes (FISO)

In 2018, our school implemented the first year of our new 4 year strategic plan.

FISO Priority 1 –Curriculum planning and assessment

During 2018, our school embarked on our first year of the new whole school strategic plan. Our aim was to maximise student performance and learning growth in literacy and numeracy. Our key improvement strategies included building teacher capacity to provide high quality, evidence based group instruction and individual interventions for all students. Staff used High Impact Teaching strategies as part of the Instructional Model (Reading Workshop model) which was introduced during the year, with support from our Leadership Partners (Differentiated Support for School Improvement- DSSI). Classroom teacher and school leaders engaged in targeted professional learning, including Professional Learning Communities (PLC) training. The use of data was a priority for developing individualised learning goals for students in English and Mathematics. Several new assessment tools and teaching programs were introduced, such as; Jolly Phonics, Sound Waves Spelling, Essential Assessment and more. The use of a shared documentation for planning in teams was introduced during the year. The Assessment Schedule underwent an initial review, with further work to be undertaken in 2019.

FISO Priority 2 - Building Practice Excellence

Key improvement strategies for this priority included building leadership capacity within the school and to develop an agreed whole school approach to positive education and student resilience, supporting health and wellbeing. The goal for this priority aimed at the cultural changes that were envisioned across the school to enhance learning growth, engagement and a productive school culture. The work undertaken included staff engaged in peer observations of practice with the DSSI team. All staff were trained in the first two days of the Berry Street program, as well as Restorative Practices and circle time. Agreed practices for supporting positive behaviours were revised and the student code of conduct was reviewed by all stakeholders and shared with the community. Developing school leaders included working closely with the DSSI team, Principal and Assistant Principal, setting personal goals and undertaking professional learning aimed at developing staff skills and understandings of the qualities, planning and actions of successful leaders in schools.

Achievement

In the first year of our strategic plan, we aimed to have major focus on learning growth for all students in English and Mathematics. Our goals included ensuring improved performances for students in the top two bands of reading, writing and number.

Our 2018 NAPLAN data at year 3 students is within the expected range for Reading and Numeracy when compared to other Victorian Government schools with similar characteristics. Students in Year 5 also had results comparable to similar schools. Year 5 Reading results were lower when compared with similar schools.

The four year average for NAPLAN in Reading and Numeracy for Year 3 students is within the expected range and comparable to schools with similar characteristics. Our Year 5, four year average data for Numeracy is also within the expected range. The average for Reading remains lower than similar schools.

An increase in high learning gain for Year 5 students is evident in Reading, Numeracy, Writing and Spelling when compared to 2017 data. Additionally, a decrease in low gain is evident in, Numeracy, Writing and Spelling for Year 5 students when compared to last year's data. The high growth in Writing and Spelling could be attributed, in part, to the introduction of whole school VCOP writing practices in 2017 and network (FISO cluster) professional learning. A strategic emphasis on Reading growth is a major focus of our 2019 Annual plan.

During 2018, staff planned in teams to implement the Victorian Curriculum and collaborate with local schools and networks to moderate student assessments to ensure accurate teacher judgements. This practice will continue in 2019, with further joint professional learning opportunities planned. Student performance outcomes based on collated teacher judgements in English and Mathematics are similar to results for schools with similar characteristics.

Engagement

In 2018, we aimed to enhance the culture and positivity of the school learning environment. Staff recognise the importance of creating an engaging and inclusive school learning environment. During the year, we employed a Student Wellbeing Officer to support increased student engagement and strategically target increased attendance. Our average number of absence days was 14.7 in 2018, (below the state median of 15.1) which is similar to like schools and less than the previous year. Our average attendance rate in 2018 was 92-94%. The introduction of Compass attendance reminders may have also positively impacted this result. We aim to continue building on increasing attendance through a range of strategies in 2019.

Our Quality Beginnings program has been undertaken again in 2018, with a focus on creating a quality, collaborative learning environment in all classes and consistency in practice across all year levels. Further, enhancements to our transition programs occurred throughout the year, and will continue with local secondary schools in 2019. We have continued our strong relationships and traditions with local pre-school and secondary schools.

We continued to focus on building home, school and community partnerships. Our Parent Representative program, Kids Hope Mentors, Parent Education programs and strong Parent Association group have had a positive impact on the quality and frequency of home/school interactions. The introduction of Dojo (Communication App) in all classes has helped with communication and is an expectation for all classes in 2019. Enhancements to communications for special events through various platforms will continue. Our biannual whole school Fun Fiesta, along with the Colour Run, Talent Quest and various open day opportunities has helped enhance communication and engagement. Parent opinion survey data showed high positive endorsement similar to the middle 60% of all schools. In 2019, parents are being encouraged to join the CARE team Curriculum Professional Learning Team, to ensure our home/school communication and engagement continues to thrive.

Wellbeing

Our school started 2018 with a number of significant changes to the school environment and strong direction from our new strategic plan. Our whole school commitment to staff and student wellbeing continues to be a high priority, and the school sought support and resources to enable staff to undertake the changes that were identified from our 2017 review. As a school community, staff and school leadership worked to support the intrinsic link between student wellbeing, engagement and achievement.

In 2018, all staff undertook the first two days of training in the 'Berry Street' approach to wellbeing. Staff also undertook training in restorative practices, and provision of circle time.

Staff access to Respectful Relationships was provided, and training continued for staff leading this within the school. Programs including: 'Better Buddies', 'Kids Hope mentors', Peer Mediation, student leadership programs and pro social programs continued within the school, to support student wellbeing needs.

A range of External providers of health services has continued to be available to students and their families, such as speech, psychologist, Occupational Therapist, etc.

Student forums and feedback opportunities were provided to student during the review of our student Code of Conduct. Our 'School Wide Positive Behaviour' matrix was utilised across the school and is referenced to reinforce and encourage positive behaviours. This matrix will be reviewed in 2019, as we work with DET and the community to adopt a School Wide Positive Behaviour approach to develop a positive school culture.

Students at all levels were participants in our various student leadership programs, including peer mediation and our Foundation-Year 6 Buddy program. Opportunities for students to demonstrate individual skills and talents were provided through daily Circle Time activities in the classroom, as well as through school events, such as spelling bee, Talent Quest, Student of the Week, badge presentations, sporting events, portfolios and reports. Student led assemblies continue to occur every week to further enhance opportunities for celebrate individual and group successes across the school.

For teaching staff, further training, support and resources will be implemented in 2019 to meet the demands of a school undergoing strategic growth and change. A focus will include providing opportunities for all staff to complete the Staff survey to gain a better understanding of staff needs.

One aim for the 2018 year was to raise students' positive attitudes to school, in areas such as resilience, classroom behaviour, effective learning time and high expectations for success. In 2018, collated Year 4-6 student survey results showed an increase in every domain, placing the school within the same range as similar schools. We aim to

continue to build on this outcome in 2019, through targeting teaching, intervention and support.

Financial performance and position

Following the classroom upgrade program in 2017, several learning areas across the school required additional resources in 2018 to complete and enhance the newly developed learning spaces. This included new interactive whiteboards in some classes, painting of toilet facilities, new carpets in several areas, blinds in various rooms and various ICT equipment, such as mini iPads and STEM devices.

Additional grants and funds were expended to complete the upgrades to the oval and school gymnasium/hall roofing and guttering during the year. This was a significant project in 2018, resulting in a highly used and much welcomed outdoor activity space. In 2019, further grants will enable new roofing to be provided to several areas, including classrooms.

Also, significant community contributions through fundraising via the Parents' Association activities had a positive impact on the 2018 financial outcome.

Equity funding during 2018 was directed towards providing literacy support for 'at risk' learners and additional support for classroom teachers in developing learning plans for students with special needs.

Strategic budgeting and allocation of funds in areas such as CRT (relief teachers), resulted in a very positive net operating surplus in 2018. Some of these funds are being targeted in 2019 to provide additional staffing within the school, enabling smaller class sizes.

For more detailed information regarding our school please visit our website at
<http://www.albanyrise-ps.vic.edu.au/current/>

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 306 students were enrolled at this school in 2018, 140 female and 166 male.

34 percent were EAL (English as an Additional Language) students and 2 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

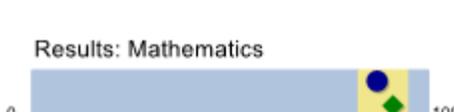
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1" style="margin: auto;"> <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>37%</td> <td>47%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>48%</td> <td>21%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>45%</td> <td>38%</td> </tr> <tr> <td>Spelling</td> <td>21%</td> <td>46%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>46%</td> <td>39%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	37%	47%	17%	Numeracy	31%	48%	21%	Writing	17%	45%	38%	Spelling	21%	46%	32%	Grammar and Punctuation	46%	39%	14%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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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>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="545 913 1032 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>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	92 %	93 %	93 %	94 %	93 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	92 %	93 %	93 %	94 %	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>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Lower</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Lower</p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,584,253	High Yield Investment Account	\$72,328
Government Provided DET Grants	\$391,299	Official Account	\$10,137
Revenue Other	\$42,269	Total Funds Available	\$82,465
Locally Raised Funds	\$206,480		
Total Operating Revenue	\$3,224,301		
Equity¹			
Equity (Social Disadvantage)	\$110,931		
Equity Total	\$110,931		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,486,819	Operating Reserve	\$82,465
Books & Publications	\$519	Funds Received in Advance	\$63,568
Communication Costs	\$4,091	Total Financial Commitments	\$146,033
Consumables	\$85,468		
Miscellaneous Expense ³	\$196,281		
Professional Development	\$13,639		
Property and Equipment Services	\$159,447		
Salaries & Allowances ⁴	\$96,294		
Trading & Fundraising	\$23,894		
Utilities	\$34,494		
Total Operating Expenditure	\$3,100,947		
Net Operating Surplus/-Deficit	\$123,353		
Asset Acquisitions	\$0		

(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 04 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)

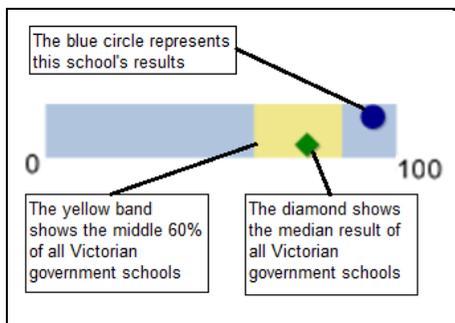
Engagement

- 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).

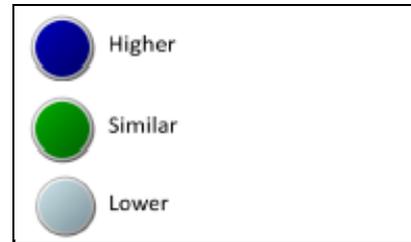


What does *School Comparison* refer to?

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').