

2019 Annual Report to The School Community



School Name: Kingswood Primary School (5106)



FOUNDATION FOR SUCCESS

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 20 May 2020 at 04:43 AM by Aaron Cox (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 18 June 2020 at 12:10 PM by Bryan Elliott (School Council President)

About Our School

School context

Kingswood experienced an extremely busy year in 2019 as evident by our Term 4 schedule. We saw Kingswood receiving yet another visit from Mary Jean Gallagher (DET critical friend) to look at best practice, Kingswood was showcased as a Professional Learning Community Link School for the whole South East Victoria Region, we had two days of professional learning with Misty Adoniou which was unprecedented in terms of securing Misty's services.

Branding for Kingswood is essential as we communicate our vision to the broader community. Below are our new aligned statements to drive the Kingswood School Community forward for the foreseeable future:

Vision:

A Leading Learning environment celebrated for inspiring young minds.

Purpose:

We build the foundations for a full and successful life by nourishing curiosity and empowering each child

Values:

We are here for the students - We create a learning experience that ignites life's potential.

Lead the way - We inspire others to dream, learn do and achieve more.

Thrive in a Team Culture - We encourage and develop both team and individual success.

A place to shine - We stimulate imagination and instil a love of learning.

Connected to community - We engage our local community in developing the whole child.

Kingswood Primary School had 652 students in 2019 on census day; this was an increase of 25 students when compared to 2018. The school enrolled 110 preps despite having many more wanting to attend. We strategically planned for five classes so that we could ride the impact of the opening of Keysborough Gardens in 2020.

Our predicted forward enrolments for the next seven years if we enrol 88 preps each year would see Kingswood maintain a healthy number of enrolments between 580-630. To accommodate 652 students in 2018, we had 26 classes. The long-term viability of the school is sound with Kingswood remaining the 'school of choice' in the Dingley Village area due to our breadth of learning experiences. However, there needs to be a balance between experiences and teaching and learning.

At Kingswood we aim to create an engaging learning environment that is student centred and provides a place to shine. Every year we take pride in improving our facilities. In 2019, we installed new accessibility ramps to two units, accessible crossovers for whole school access, a glass wall to the library, fully renovated toilet block and a rejuvenated kitchen classroom with stone benches and professional ovens. With the success of our first concert in a number of years, we continue to run out of space for our costumes that grow after each each. The school is committed to local productions for Kingswood families. We completed most of the many of the repairs associated with our School Maintenance Plan. Additional brick edging was completed around the school to continue this rejuvenation project. Parents raised \$25000 to refurbish the quadrangle area. The school has added \$25,000 extra dollars to complete the project. Children were consulted throughout the process so that their voice was heard.

Despite voluntary contributions to the building fund and ground's maintenance program being considerably lower than in past years we still managed to improve our facilities. However, as explained later in this report this will become more difficult to subsidise with school funds due to various financial pressures.

Furthermore, due to efforts specifically by parents Bianca Tondo and Victoria Lemmer the school is closer than ever to receiving funds from the State Government to build stage three of our Master Plan. These efforts should not be underestimated.

Framework for Improving Student Outcomes (FISO)

Professional Learning Communities have continued to use the Inquiry Change Challenge Improvement Cycle (ICC) to improve student outcomes and build teacher capacity in Writing and Mathematics. Teachers have continued to develop their ability to collect, analyse and evaluate data through weekly data meetings. Internal whole school professional learning has been re-structured to provide a comprehensive sequence of learning for teachers in Writing and Maths, and including Thinking and other school priorities. The school has accessed external professional learning to improve teacher capacity in Writing and Maths.

Instructional Leaders have continued to develop their role as classroom coaches providing timely feedback, support, modelling and co-teaching. All staff Performance Development Plans (PDPs) include a student outcome goal related to the school priority of writing in the AIP, with strategies including whole school professional learning. Year Level Teams developed at least one PDP goal collaboratively and performed mid-cycle reviews as a team. Kingswood has not seen the lift expected. Student Opinion data would suggest that we need to lift expectations for learning, particularly for boys in Years 3-5.

Achievement

Year 3 Numeracy NAPLAN results indicated that 94% of students were performing above the minimum standard with 60% of students reaching the top two bands (state 43% and similar schools 57%).

Year 5 Numeracy NAPLAN results indicated that 90% of students were performing above the minimum standard with 37% of students reaching the top two bands (state 32% and similar schools 41%).

Year 3 Reading NAPLAN results indicated that 95% of students were performing above the minimum standard with 75% of students reaching the top two bands (state 57% and similar schools 70%).

Year 5 Reading NAPLAN results indicated that 90% of students were performing above the minimum standard with 41% of students reaching the top two bands (state 40% and similar schools 53%).

Year 3 Writing NAPLAN results indicated that 98% of students were performing above the minimum standard with 67% of students reaching the top two bands (state 57% and similar schools 71%).

Year 5 Writing NAPLAN results indicated that 86% of students were performing above the minimum standard with 15% of students reaching the top two bands (state 19% and similar schools 27%).

We have seen very pleasing results for our year three students as they are above the state in numeracy, reading and writing. However, our future work lies in raising the outcomes for our senior students. Over the course of the School Strategic Plan 2019 -2022, Kingswood Primary School aims to increase the number of students performing in the top two bands of NAPLAN in year 5. In 2020 our school will focus our attention on building engaging, cohesive reading practices to ensure that students are challenged in their learning.

Professional learning will be targeted towards building staff capacity to:

- maintain effective and collaborative Professional Learning Communities
- interpret assessment data to plan engaging and challenging reading experiences
- provide effective and timely feedback to students regarding academic progress
- activate student agency in all aspects of reading and viewing

This will also be supported by our engagement in the Department's Accelerated Improvement Program initiative to lift reading outcomes for students in year's 5 7 and 9.

Engagement

Our 2019 School Performance Report places our Engagement level as 'high' with a very small change (0.1%) over the past three years. In 2018, our attendance was 93.7% but our data for 2019 is expected to drop to approximately 93.2%.

The data provided through the Attitudes to School Survey indicate that our students are engaged – 86% of students report positively in relation to their 'Sense of Confidence' and 81% in relation to 'Sense of Connectedness'. These are among the lead indicators for student performance in reading and numeracy. Resilience was rated at 81%.

84% of staff report positively about our school climate and 87% of parents are satisfied with the school overall.

In Term 4, 2019, parents of all children who had missed more than 10 days in the previous 4 terms (Term 4, 2018 through Term 3, 2019) received a letter from the school. This involved 49% of our students. The average number of days missed per student was 15. A follow up review at the end of Term 4, 2019, indicated that, while the number of students who had missed more than 10 days in the previous 4 terms (all of 2019) had increased (54%), the average number of days missed per student decreased to 14. Letters were sent to the parents of 136 students whose attendance had worsened and an email was sent to the parents of all Prep students who had missed more than 10 days as well as the 95 students who had missed more than 10 days but whose attendance had improved.

Student feedback was sought by all teachers in 2019 through the PIVOT survey which was conducted in Terms 1, 2 and 4. Each teacher unpacked the data with their students and identified an area of focus. Work was carried out across the year, with the feedback from students in Term 4 showing positive differences for all teachers.

Engagement levels of the parent community continued to grow and strengthen in 2019 through snapshot surveys, increased participation at information sessions through Facebook Live and the introduction of a fundraising committee (FUNDamentals) who organised stalls and food vendors for the annual Twilight Carols event.

Our school's Open Night was centred on the theme of careers and we had several parent volunteers attend to present a range of exciting careers our student may consider. We had a Paralympian, tram driver, chef, electrical engineer, zoologist join us.

Wellbeing

Our partnership with the Rotary Club of Dingley Village on building resilience and parenting skills continued through 2019 with parent information sessions being run by the Life Skills Group on family wellbeing, anxiety, depression and resilience. We live streamed each of the sessions on Facebook, which resulted in lower numbers of people attending the sessions (approximately 20) but much more engagement across the community (up to 200 views on Facebook Live).

The Wellbeing Subcommittee formed a relationship with CASEA (CAMHS and Schools Early Intervention) in 2019. This involved two clinicians (a psychiatric nurse and a psychologist) attending Kingswood one day per week to provide a consultation service to teachers and parents on concerns they may have in relation to the mental health of the students. The team also trained staff in the Zones of Regulation and in Emotion Coaching and worked with four grades to implement the Zones of Regulation in classrooms. Parents were invited to attend an information session on the Zones of Regulation and, as a result of the high level of interest, a second session was held to provide the full training for interested parents, carers and community members.

The CASEA team will return to continue their work in Term 1, 2020.

Yoga was another area of focus for 2019 with a new lunchtime yoga class introduced by one of the teachers. There was a classroom focus on yoga through weekly poses that were distributed via the weekly bulletin and staff are invited to attend weekly yoga classes before or after school.

The Special Celebrations Working Party continued their work in 2019 and ran four week-long events through the year. While the main focus was on celebrating diversity, their Term 3 event was based on the R U OK? Day campaign with a focus on the impacts on physical activity on our mental health.

As well as continuing with many of the wellbeing initiatives already in place (shake and wake, mindfulness colouring, WOW Wednesdays, Walk to School, buddy program, PLAY Leaders, etc.) the Wellbeing Subcommittee began the process of introducing student Wellbeing Leaders and met with a support staff member from the Achievement Program to begin planning our next steps.

Financial performance and position

Kingswood Primary School continues to maintain a secure financial position. Kingswood has achieved a financial result of a \$404,871 surplus for the 2019 year which is due in part to continued strong enrolments and effective staff employment. Additional funding of \$80,000 was received from the DET for the development of a Professional Learning Communities Link Leader role.

Kingswood Primary School expenditure was directly linked to identified goals and priorities specified in the 2019 Annual Implementation Plan and School Strategic Plan. Resource allocation continued to focus on student learning, teacher professional development, student wellbeing and Information and Communication Technology.

Kingswood Primary School continued to invest in developing the Instructional leaders of the school by employing two additional part-time co-teachers to allow the Instructional Leaders to be released from their classrooms 3 days per week. This has led to increased teacher capacity across all year levels, which in turn improves learning outcomes for the students.

School based profit making programs contributed an additional \$115,000 to the schools revenue. The Fundraising levy generated \$25,000; schools trading operations of the canteen and uniform shop generated a combined profit of \$28,297 and facility hire raised \$61,595. These profit-making programs give the school opportunities to invest in our facilities and to provide a range of activities and programs that allow our students to explore their interests.

Overall, Kingswood Primary School is financially well managed and is in a sound financial position. Kingswood Primary School is committed to continuing the provision of high quality educational opportunities as well as maintaining the facilities at the current high standard.

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

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 648 students were enrolled at this school in 2019, 320 female and 328 male.

23 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

| Parent Satisfaction | School | State Median | Middle 60 percent low | Middle 60 percent high |
|-----------------------------------|---------|--------------|-----------------------|------------------------|
| | Percent | Percent | Percent | Percent |
| Percent endorsement (latest year) | 86.8 | 85.8 | 79.2 | 92.0 |

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

| School Climate | School | State Median | Middle 60 percent low | Middle 60 percent high |
|-----------------------------------|---------|--------------|-----------------------|------------------------|
| | Percent | Percent | Percent | Percent |
| Percent endorsement (latest year) | 83.8 | 79.5 | 68.5 | 87.9 |

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

| Teacher Judgments at or above age expected standards (latest year) | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|--|---------|--------------|-----------------------|------------------------|---------------------------|
| Domain | Percent | Percent | Percent | Percent | |
| English | 94.2 | 89.8 | 81.7 | 95.1 | Below |
| Mathematics | 96.8 | 90.4 | 82.0 | 95.7 | Above |

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

| NAPLAN top 3 bands (latest year) | | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|----------------------------------|------------------------|---------|--------------|-----------------------|------------------------|---------------------------|
| Year Level | Domain - measure | Percent | Percent | Percent | Percent | |
| Year 3 | Reading (latest year) | 92.0 | 76.5 | 60.0 | 90.0 | Above |
| Year 3 | Numeracy (latest year) | 76.4 | 68.1 | 50.0 | 84.6 | Below |
| Year 5 | Reading (latest year) | 70.7 | 67.5 | 50.0 | 83.2 | Below |
| Year 5 | Numeracy (latest year) | 64.2 | 59.3 | 41.7 | 76.4 | Below |

| NAPLAN top 3 bands (4 year average) | | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|-------------------------------------|---------------------------|---------|--------------|-----------------------|------------------------|---------------------------|
| Year Level | Domain - measure | Percent | Percent | Percent | Percent | |
| Year 3 | Reading (4 year average) | 86.8 | 72.0 | 53.3 | 84.7 | - |
| Year 3 | Numeracy (4 year average) | 77.2 | 64.7 | 43.9 | 80.0 | - |
| Year 5 | Reading (4 year average) | 75.7 | 63.3 | 44.4 | 77.5 | - |
| Year 5 | Numeracy (4 year average) | 69.3 | 54.5 | 33.8 | 70.8 | - |

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

| NAPLAN Learning Gain | Low Gain | Medium Gain | High Gain |
|-------------------------|----------|-------------|-----------|
| Domain | Percent | Percent | Percent |
| Reading | 35.4 | 49.4 | 15.2 |
| Numeracy | 32.1 | 48.7 | 19.2 |
| Writing | 29.5 | 59.0 | 11.5 |
| Spelling | 39.7 | 43.6 | 16.7 |
| Grammar and Punctuation | 37.2 | 43.6 | 19.2 |

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

| Average number of absence days | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|---|--------|--------------|-----------------------|------------------------|---------------------------|
| | Number | Number | Number | Number | |
| Average number of absence days (latest year) | 12.9 | 16.3 | 13.8 | 19.4 | Above |
| Average number of absence days (4 year average) | 13.0 | 15.3 | 13.3 | 18.0 | - |

Attendance Rate

Average 2019 attendance rate by year level:

| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------------|---------|---------|---------|---------|---------|---------|---------|
| | Percent |
| Attendance Rate (latest year) | 94 | 93 | 93 | 93 | 93 | 94 | 93 |

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

| Sense of Connectedness | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|--------------------------------------|---------|--------------|-----------------------|------------------------|---------------------------|
| | Percent | Percent | Percent | Percent | |
| Percent endorsement (latest year) | 81.3 | 80.9 | 71.8 | 88.9 | Above |
| Percent endorsement (3 year average) | 85.8 | 81.4 | 73.9 | 88.1 | - |

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

| Management of Bullying | School | State Median | Middle 60 percent low | Middle 60 percent high | Similar School Comparison |
|--------------------------------------|---------|--------------|-----------------------|------------------------|---------------------------|
| | Percent | Percent | Percent | Percent | |
| Percent endorsement (latest year) | 81.2 | 81.6 | 72.2 | 90.0 | Similar |
| Percent endorsement (3 year average) | 82.5 | 81.7 | 74.4 | 89.1 | - |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$4,822,129 |
| Government Provided DET Grants | \$688,200 |
| Government Grants Commonwealth | \$7,318 |
| Government Grants State | \$0 |
| Revenue Other | \$69,178 |
| Locally Raised Funds | \$845,687 |
| Capital Grants | \$0 |
| Total Operating Revenue | \$6,432,511 |

| Equity ¹ | Actual |
|---|-----------------|
| Equity (Social Disadvantage) | \$23,903 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$23,903 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$4,455,986 |
| Adjustments | \$0 |
| Books & Publications | \$6,333 |
| Communication Costs | \$15,600 |
| Consumables | \$162,126 |
| Miscellaneous Expense ³ | \$557,489 |
| Professional Development | \$33,124 |
| Property and Equipment Services | \$318,611 |
| Salaries & Allowances ⁴ | \$270,831 |
| Trading & Fundraising | \$69,665 |
| Travel & Subsistence | \$1,260 |
| Utilities | \$56,992 |
| Total Operating Expenditure | \$5,948,017 |
| Net Operating Surplus/-Deficit | \$484,494 |
| Asset Acquisitions | \$90,415 |

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$630,363 |
| Official Account | \$47,306 |
| Other Accounts | \$0 |
| Total Funds Available | \$677,668 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$228,086 |
| Other Recurrent Expenditure | \$10,231 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$231,041 |
| School Based Programs | \$37,647 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$22,380 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$45,000 |
| Capital - Buildings/Grounds < 12 months | \$112,000 |
| Maintenance - Buildings/Grounds < 12 months | \$0 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$686,386 |

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 20 Mar 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - 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) factors:
 - 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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, Community Schools and schools that changed school type recently, 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 his or her first eleven 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').