

2018 Annual Report to The School Community



School Name: Doncaster Primary School (0197)



- 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 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 08 March 2019 at 02:02 PM by James Hill
(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 14 March 2019 at 01:24 PM by Jeff Fang (School
Council President)

About Our School

School context

DPS Profile

Doncaster Primary School is located in the City of Manningham within the beautiful Doncaster Hill precinct. At Doncaster Primary School, our aim is to educate students at the highest academic standard in a challenging and engaging environment. We are committed to educating students to be creative, independent learners with a strong work ethic and drive for success. Students are provided with opportunities for building resilience self-esteem and responsibility through leadership positions within the school and via co-curricular activities such as interstate travel for camp and excursions to places like Government House. DPS actively seeks and promotes student voice through our Junior School Council. Our students have been successful in external competitions such as ICAS awards in the area of Maths, English, Public Speaking, Music, Art and Sport, representing our school with pride. Doncaster Primary School has a long and rich history dating back to 1863 and we are proud to celebrate our reputation for academic excellence. We provide specialist classes in STEM (Science, Technology, Engineering Maths) Art, Music, Physical Education, Cultural Studies, English as an Additional Language and LOTE (Mandarin). In addition, to our specialist programs we offer students many opportunities to participate in external events such as States School Spectacular and GATEWAYS (enrichment program). Our dedicated teaching staff are highly professional, knowledgeable and are committed to ensuring every child at Doncaster reaches their potential and beyond. A range of activities and events are scheduled and include but are not restricted to; Swimming, Gymnastics, Interschool sports, Multi-cultural day, Team building, Mad Hatters Tea Party, District tennis, cross country, Mother's Day breakfast, Mother's Day stall, NAPLAN, Education Week, art exhibition, World Environment Day, Student led conferences, Grade 6 Canberra camp, Science Week, Snow trip, beach trip, Performances, Student Leadership opportunities, Ballroom dancing, Book Week activities, Book Week Parade, Dad's donut day, Father's Day stall, Grade 4 Camp Rumbug, District athletics, Grade P/1/2 Ball, Grade 2/3 Sleepover, Christmas concert etc.

With outstanding modern facilities including interactive whiteboards, an excellent student-computer/ipad ratio of 1:1.5 and a full size sports stadium. The school occupies a 2.63-hectare site boasting spectacular views of mountain ranges with wide-open spaces for children to learn and play. The school has a Principal, two Assistant Principals, 32 teachers and seven support staff members. We have a strong commitment to sustainability, the school is lined with beautifully maintained award winning gardens and trees. Students are actively involved with the planting and harvesting of our very own DPS culinary garden and taking care of our DPS chickens. At Doncaster, our strong sense of community sees the school working closely with the City of Manningham and the Doncaster Community Church. The 2018 enrolment of 537 children is representative of a wide range of cultural backgrounds with 56% of the students from language backgrounds other than English (LBOTE) and 4 Koorie students. The school embraces an inclusive culture that strives for excellence in education, purposeful interaction, equality of opportunity, diversity of challenge, and the promotion of ethical, moral and personal development. To support our students we provide EAL (English as an Additional Language) support and Literacy support because we want our students to be high achievers. At Doncaster Primary School we believe that the education of our children is grounded in the partnership between students, parents and the school community. We believe students do best when there are strong links between school and home, we encourage and welcome parental participation at all levels. DPS values our wonderful Parents Club and School Councillors who play a vital role.

DPS is a high achieving school constantly striving for academic excellence in a supportive, caring and highly professional educational environment.

Framework for Improving Student Outcomes (FISO)

Doncaster Primary School is currently in a transitional phase. In 2017 we started to identify, nurture and develop leadership potential. For this reason, we have teamed up with Parkhill Primary School, Camelot Rise Primary School and Wattle Park Primary School. Together, the Principals and Assistant Principals have met and we have workshopped ideas around the criteria we are looking for in our staff in terms of leadership potential. We have appointed a new Leading Teacher, Literacy Specialist as well as identifying staff to lead STEM, Numeracy and Student Wellbeing.

We have hosted FISO workshops at DPS to provide time for Numeracy leaders to meet, discuss and share each school's approach to planning and moderation. We continue to build the capacity of our middle leadership by providing further opportunities for our leaders to meet and organize semester moderation tasks. The FISO initiative has provided an extremely valuable opportunity to meet and share ideas and resources with other schools. After a slow start our group are looking forward to developing a strong relationship. In 2018 we commenced building links with FISO schools around Literacy as we have done with Numeracy. DPS has been proud to lead aspects of our FISO group by organising and hosting professional development and moderation activities.

Achievement

Achievement

Doncaster Primary School is proud of its achievements in student learning. Combined teacher assessments from the Victorian Curriculum and NAPLAN results in Literacy and Numeracy show that students are performing above the median of all Victorian Government primary schools.

At Level 3, NAPLAN results from 2015 to 2018 show that students perform within the top 20% of all Victorian Government primary schools for Reading and Numeracy. In 2018, in Reading, Writing and Numeracy, 100% of children are performing at or above the National Minimum Standard (NMS). This is in part due to the increased focus on Literacy Support and EAL support.

At Level 5, NAPLAN results from 2015 to 2018 show that students perform within the top 20% of all Victorian Government primary schools in Reading and Numeracy. In 2018, in Reading, Writing and Numeracy, 100% of children are performing at or above the NMS.

All students on the Program for Students with Disabilities showed progress at satisfactory and above, in achieving their individual goals. Each family participates in regular Student Support Group meetings each term involving classroom teachers and a Principal class representative.

A greater emphasis on analysis of student learning data, monitors individual performance and working within focussed Professional Learning Teams means that we are improving in English and Mathematics. The Victorian Curriculum became fully implemented by Term four 2016. Results are reflective of the high quality teaching and learning offered at Doncaster Primary School, which caters for the diverse skills of all students. In 2018 weekly Professional Development continued to provide whole school shared focus, PLT's are now known as PLC (Professional Learning Communities). 2018 saw a greater focus on student learning outcomes with the use of data analysis to inform teaching and learning as opposed to being an end point. Teachers consistently work in teams for common planning time which promotes greater consistency of practice. In 2018 a full review of extracurricular activities took place, some of which had a significant impact on teaching and learning times. A full review of these extra activities and events highlighted the need to reduce interruptions to classroom time and staff feel this allowed them to focus more on the core curriculum areas of Numeracy, Literacy, and Science etc. with fewer interruptions to programs. There is still a number of extracurricular activities but the times and activities have been strategically considered to suit the needs and opportunities of our students.

Engagement

Student attendance remains 90 to 95% and we are performing at the state Victorian median. Many families from Language Backgrounds Other Than English return to their country of origin for regular and extended family visits particularly early in the year due to the Chinese New Year celebrations. 2017 saw the introduction of electronic roll marking on Compass by classrooms teachers, and there were some early administrative hurdles to overcome. In 2018 these were eradicated. This program was external to CASES 21 and as a result inconsistencies became apparent hence the change to Compass which provided greater accuracy and more specific data collection. What became very clear was the number of students arriving late.

In 2018 a range of activities and events took place including, but not restricted to the following; Whole School Assemblies; Class Parent Representatives; After School Hours program; 'Kids Hope Mentors'; Level 6 Graduation; GATEWAYS; Lunchtime Chess, You Can Do It, Lunchtime Tennis, Easter and Christmas services at the Doncaster Community Church; Badminton Club with the Doncaster Templestowe Badminton Association, Instrumental Music Tutors; Ballroom Dancing; STOMP; Swimming; Camps; Incursions; Excursions and Sporting events.

All students, teachers and parents were surveyed in 2016. The response was very high with over 850 replies returned. The results of the investigation of these programs, events and activities clearly showed that the curriculum was being over crowded. Literacy and Numeracy were being compromised at the expense of other less important extra-curricular activities in the eyes of the DPS community. 2017 saw a number of extra-curricular activities and events removed from the timetable to allow more time to focus on academic rigour in key learning areas. In 2018 it was decided to once again be strategic around what new initiatives were introduced. It was considered important to reduce disruptions and new initiatives. After strategic analysis of the data gathered, the above programs were considered valuable enough to continue as they provided support for student learning, however the general feeling was that core subjects were being overtaken by activities such as dance, singing, productions and performances which involved ongoing rehearsals, often at the expense of time in class which could have been spent on core learning areas. One new introduction in 2018 was the Grade 6 Canberra Trip which was highly successful and very well received within the community.

Wellbeing

The Student Wellbeing Program and program for Intercultural Understanding (ICU), titled 'Living the Values - the Ways We Want to be Treated', build the skills and attitudes that children need to grow as global citizens.

Opportunities for student voice and leadership; celebration of achievement; our values-based learning and promotion of safety; our programs to develop connectedness, belonging and wellbeing; all aim to characterise our school culture. Living the Values focusses on the ways people treat each other and how this is reciprocated. This plays a significant role in setting norms during the first weeks of term one. We have come to realise the importance of revisiting these norms on a regular basis and not just in the first weeks of the year.

Weekly timetabled Circle Time and Class Meetings provide forums for student voice across the whole school. Teachers have developed a 'rich resource pack' of 330 activities designed to use during circle time and throughout the day, as required, to teach the skills and attitudes necessary to learn the values that underpin our school community, and more broadly our society.

Student Leadership is fostered throughout the school, with Levels 4, 5 and 6 children buddying Prep, Grade 1 and 2 children, respectively. In Grade 6 all students participated in Leadership training and all students assume a leadership role for which they have nominated. Opportunities for leadership range from School, House and Facilities Captains, to those associated with some curriculum areas. During 2017 there was some discussion around the leadership roles which too often were considered insignificant and the only purpose was to give every child a leadership title. So in 2017 and 2018 there were fewer but more significant leadership roles offered rather than for the sake of "getting a badge".

Building resilience in children is also a feature of our approach to Student Wellbeing. Our 'Cyber Safety' Parent / Student forums were well attended in 2018. We achieved accreditation as an e-Smart school and much work has been completed to educate children and parents about cyber safety. This is an approach where it is vital to work with the community as schools can't do it alone. In term four 2018 UNBUNTU a whole school buddy program was trailed and found to be so successful it will continue into 2019.

The employment of a Chaplain, has been most advantageous to the school in a range of programs, including student resilience training, plus liaising with DET Educational Psychologist, Speech Pathologist and school staff.

While Doncaster is a middle class suburb with seemingly well-adjusted and supported children, we must never assume all children are physically and mentally fit and well. Teachers are frequently reminded to observe students and raise any concerns. Mandatory reporting workshops take place every semester. 2018 saw some challenges that required external advice, assistance and guidance which highlighted the complexity and diversity of our families within the Doncaster community. There were some significant factors that occurred at DPS in 2018 that would explain some of our student data.

We will continually strive to provide a fulfilling, engaging and safe environment for our multicultural student population. Students had a range of clubs and activities to participate in through the Library as well as the Green Team and Junior School Council. This will increase significantly with after school clubs every Thursday in Zumba, Homework, Origami, Knitting, Chess, Puzzles and STEM. DPS staff are a very caring and committed staff who I have become very proud of in my time at the school.

Doncaster Primary School is fully committed to child safety and ensuring compliance with all child safe standards. In 2018 we received an exemplary report from an external auditing group for our commitment to Child Safety and our child safety programs and policies. Doncaster Primary School has a zero tolerance for child abuse.

Financial performance and position

The annual result was a surplus due to strategic financial management and a conservative approach following a strict and strategic financial plan/budget. Leaders in the school managed program budgets which were closely scrutinised.

There was no extraordinary revenue or expenditure items apart from some fencing that was erected. This was needed due to the relocating of the school crossing in Council Street, and this was funded by Bunnings.

The Parents Fundraising group were active in fundraising throughout 2019 and raised valuable funds that went towards a number of significant purchases including a new sandpit, shade sails and technology. Equity funding (\$17344), sporting grants and other fundraising paid for a range of items and purchases including a veggie garden, chicken house, gardening utensils, wobble stools for the classroom, ipads and student classroom resources. These funds were from locally raised funds as well as additional State or Commonwealth Government funding that supported individual students, groups and whole school programs, to improvements in teaching and learning.

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

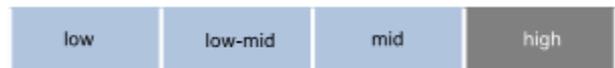
Enrolment Profile

A total of 537 students were enrolled at this school in 2018, 263 female and 274 male.

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

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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



School Staff Survey

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

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



Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school: ● Median of all Victorian Government Primary Schools:  ◆ 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> Similar</p> <p> Similar</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"> <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>22%</td> <td>60%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>50%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>34%</td> <td>41%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>16%</td> <td>48%</td> <td>36%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>7%</td> <td>58%</td> <td>36%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	60%	18%	Numeracy	14%	50%	36%	Writing	34%	41%	25%	Spelling	16%	48%	36%	Grammar and Punctuation	7%	58%	36%	<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>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="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>93 %</td> <td>91 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	91 %	92 %	92 %	92 %	92 %	<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										
93 %	91 %	91 %	92 %	92 %	92 %	92 %										

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> Lower</p> <p> Similar</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> 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	\$4,336,432	High Yield Investment Account	\$301,519
Government Provided DET Grants	\$564,010	Official Account	\$16,142
Government Grants Commonwealth	\$10,578	Other Accounts	\$46,163
Revenue Other	\$14,314	Total Funds Available	\$363,824
Locally Raised Funds	\$576,047		
Total Operating Revenue	\$5,501,380		
Equity¹			
Equity (Social Disadvantage)	\$17,344		
Equity Total	\$17,344		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,496,859	Operating Reserve	\$134,151
Books & Publications	\$595	Asset/Equipment Replacement < 12 months	\$44,673
Communication Costs	\$19,970	Maintenance - Buildings/Grounds < 12 months	\$185,000
Consumables	\$84,072	Total Financial Commitments	\$363,824
Miscellaneous Expense ³	\$298,343		
Professional Development	\$25,168		
Property and Equipment Services	\$207,723		
Salaries & Allowances ⁴	\$193,640		
Trading & Fundraising	\$13,692		
Travel & Subsistence	\$4,315		
Utilities	\$44,110		
Total Operating Expenditure	\$4,388,488		
Net Operating Surplus/-Deficit	\$1,112,892		
Asset Acquisitions	\$54,326		

(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).

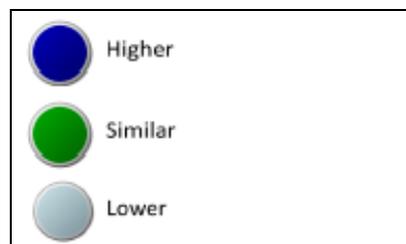


What does *School Comparison* refer to?

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').