

# 2018 Annual Report to The School Community



School Name: Tyabb Primary School (3129)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian 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 26 March 2019 at 03:04 PM by Carole Howden  
(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 03 April 2019 at 03:26 PM by Shelly Bellinger  
(School Council President)

## About Our School

### School context

Established in 1891, Tyabb Primary School is firmly committed to meeting the needs of the 'whole child' by providing an engaging and supportive learning environment where children are challenged to achieve their personal best. We believe that learning and personal growth are dependent on developing personal skills, self-esteem and having positive relationships with others. We focus on the development of these personal skills as well as their academic achievements in Literacy and Numeracy. As a Professional Learning Community, Tyabb P.S continues to use a personalised approach to learning and teaching that focuses on an individual student's point of need. Knowledge and skills are further developed through our specialist program and Inquiry Learning Approach aimed at developing thinking skills and the ability to question, locate, gather, analyse and apply information in a wide range of contexts.

Tyabb Primary School is situated on the Mornington Peninsula, in a welcoming, attractive and semi-rural environment. The school draws its enrolments from Tyabb, Somerville, Hastings, Moorooduc and further afield. The school prides itself on its reputation within the wider community as a school which reinforces strong values and provides outstanding teaching practice and specialist programs including Art, Music, PE, Science and Studies of Asia. In addition, we have a variety of extra curricula activities such as the Sporting Schools Program, Instrumental Music, HPV and a Grade 5/6 electives program. We have a strong community focus and actively build relationships with our community members.

In 2018, we started the year with a student enrolment of 408 (227 female and 181 male) which created our 18 classes. Of our 40 staff members we had 1 Principal, 1 Assistant Principal, 1 Leading Teacher, 16 range 2 Teachers, 11 range 1 Teachers, 1 part time Business Manager, 3 part time Office Education Support Staff and 6 part time Integration Aides. The majority of our teaching staff are full time with part time positions granted for flexible work arrangements and for specialist teachers and Education Support Staff.

Our motto is "From little things, big things grow". This represents what we aim to achieve in our school. It has obvious connections with our oak tree emblem and demonstrates a commitment to advance the academic and personal development of our students providing opportunities to achieve "big things" from their first small beginnings in grade prep.

Our vision at Tyabb P.S is to provide a caring, stimulating and dynamic environment that enhances learning, personal growth and wellbeing for all students: extending and challenging students to become effective and productive members of the global society and ensuring that each student reaches their individual potential. School Values: RESPECT, RESPONSIBILITY, SAFETY, INTEGRITY, OPTIMISM

### Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes (FISO) uses the latest research on student learning and global best-practice to assist schools to focus their efforts on key areas that are known to have the greatest impact on school improvement. At Tyabb Primary School these key areas have become the focus of our four year Strategic Plan (2016 - 2019) and Annual Implementation Plan.

During the term of this strategic plan our NAPLAN data had shown significant improvement in the percentage of students achieving medium and high learning growth in all learning areas (Reading, Writing, Speaking & Listening and in Numeracy). There had been a gradual improvement from 2015 - 2017 but a decline in 2018. We aim to have results that show the expected 25% Low, 50% Medium and 25% High growth in NAPLAN learning gain from year 3 to year 5 but did not achieve this during 2018. As a result we will continue to focus on catering for students at their point of need to ensure high learning gain and increase the number of students in the top 2 bands. Our focus for school improvement will be on the FISO key areas - Excellence in teaching and learning (Building Practice Excellence and Curriculum Planning and Assessment).

## KEY IMPROVEMENT STRATEGIES

Building practice excellence: Teachers, principals and schools will work together

- Build instructional practice and staff capacity through collaborative Professional Learning Communities
- Build instructional practice through structured modelling, peer observations, feedback and coaching.
- Build research-based and consistent whole school agreed classroom teaching and learning practices.
- Use evidence of student learning (data) and feedback from peers and students to direct teaching.

Curriculum planning and assessment: Tyabb Primary School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs

- Develop a sequential curriculum plan across each curriculum area reflecting the Victorian Curriculum.
- Further develop and embed assessment / moderation practices in line with the Tyabb PS curriculum plan.
- Use assessment data to support teachers in reflecting on their teaching and impact on student learning.

Our 2019 AIP continues to focus on reading. Our 12 month goal is to increase the percentage of students achieving high growth in reading on NAPLAN relative growth assessments to at/above the state measure of (25%) for reading and decrease the % of students achieving low growth by developing a teacher's ability to use reading data to set individual learning goals, personalise strategies and provide effective feedback. We will also aim to ensure that students that are in the top 2 bands in year 3 for reading are extended and remain at this advanced level in year 5.

## Achievement

During 2018 our focus was on developing a consistent Instructional Model and increasing teacher knowledge of the Big 6 elements to the teaching of reading (oral language, phonological awareness, vocabulary, phonics, comprehension and fluency). Our school invested in regular professional development and the appointment of a literacy coordinator to support staff in their development and ensure consistency of practice. We continued to personalise learning by using a Professional Learning Community approach when teaching both literacy and numeracy with a focus on teacher collaboration to build effective teaching strategies and the use of student data to inform teaching and ensure maximum growth in learning. Targeted intervention has been implemented for individuals to support students in making the appropriate growth in their learning. Whilst we have had a slight decline in results during 2018 we believe the work we have been doing to build the knowledge and skills of our teachers will start to have a greater impact during 2019.

NAPLAN results in year 3 were close to the state median in Reading but below in Numeracy. Both results were similar to comparable schools. Results in year 5 show that we are slightly below state median for Reading and in Numeracy both once again comparable to similar schools. The four year average for reading at Year 5 is lower than similar schools. We did not achieve the expected 25% low growth 50% medium and 25% high growth but will strive to have more students making high growth in the new year. These results have been used to direct our Annual Implementation Plan for 2019 with a continued focus on the PLC approach and the teaching of reading. All students funded under the Program for Students with Disabilities (PSD) show progress at satisfactory or above in achieving their individual goals.

Tyabb Primary School is committed to providing high level programs, best practice in teaching and intervention and quality resources for all students. Students are also continually provided with opportunities to direct their own learning through individual goal setting from Foundation to year 6, an Inquiry Learning approach, grade 5 /6 electives and student led conferences. As a school we continue to analyse our results, reflect on our practice and look for new ways to ensure the very best opportunities for our students. Students are also continually provided with opportunities to direct their own learning through individual goal setting from Foundation to year 6, an Inquiry Learning approach, grade 5 /6 electives and student led conferences.

## Engagement

Tyabb Primary School is committed to providing innovative and engaging programs, best practice in teaching and intervention and quality resources for all students which in turn affects the engagement of our students. Our student attendance figures were extremely positive with all year levels reaching an average attendance rate of 92-93%. These were similar to the State median in 2018, with our performance close to schools of a similar background. This reflects our students' close connection to our school and their peers along with a parent community that values a strong education. The school has maintained a strong focus on student engagement, regular attendance, punctuality and keeping the community informed and aware of the direct connection between attendance and student learning. Parents of students with an unexplained absence are contacted on a daily basis to determine the reason for the absence. Individual attendance figures are highlighted with parents through Semester Reports on student progress. Parents of those students with high absence rates are contacted via phone initially with follow up calls as needed. Individual plans are established with parents to support them in increasing their child's attendance rate. Tyabb Primary School prides itself on its excellent attendance rates and continues to try and improve these yearly.

## Wellbeing

At Tyabb Primary School we create a positive start to school, providing the foundation for future learning for all students. Our 'Launch into Prep' program commences in fourth term, providing all new students with the opportunity to familiarise themselves with the school, new classmates and their teacher. Meetings with Early Childhood educators and continued communication with these centres also ensures a smooth transition during their first year of formal schooling. Our school continues to work with all secondary education providers to improve the successful transition of our year 6 students. At the end of each year we conduct a whole school transition program with current students and any new students transferring to Tyabb Primary School. In these transition sessions students have an opportunity to develop relationships with their new teacher and peers, and are introduced to programs and opportunities available the following year.

At the start of each school year we implement a consistent whole school 'Start Up' program. Each grade has a mascot and develops a motto, mission statement and set of behavioural expectations for the year. A series of team building and social skills activities further assists students with settling into their new year level and setting a positive tone for the classroom. Teaching staff are assisted in this transition process through the use of a data tracker, which provides essential information of the academic achievements of all students. Teaching staff also meet at the end of each year in 'handover' meetings where they provide important information to the new teacher for the next year. The welfare coordinator also meets with all staff individually to discuss any specific welfare issues that may affect a students well being and learning.

Tyabb Primary School has a strong focus on our School Values – Respect, Safety, Responsibility, Integrity, Optimism. These are at the foundation of how we are expected to behave and interact with each other. We teach these explicitly to our students at the start of the year and revisit them regularly throughout the year. The You Can Do It program is also implemented throughout the school, focusing on the 5 keys to success – developing resilience, persistence, organisation, confidence and the ability to get along with others. These keys are referred to during our daily activities in classrooms, at whole school assemblies and through whole school programs, such as our leadership programs, social skills incursions, excursions and camps and sporting events. We are supported by a DET psychologist and speech therapist. Student counselling is also available through an independent psychologist who regularly visits our school to work with students on a variety of issues – anxiety, resilience, grief and social skill development. The wellbeing of our students continues to be a priority.

Our Attitudes to School Survey for 2018 shows that our students feel connected to and safe at the school, with results being above the state median and similar to comparative schools. Students have reported that our management of bullying is positive, being slightly above state median and higher than comparable schools. Tyabb Primary School is now an accredited NDA (National Day Against Bullying) school, further committing to eliminate bullying and develop positive relationships and social skills amongst our students.

### **Financial performance and position**

Tyabb Primary School provides students with an extensive range of learning programs. The school is well resourced to provide educational experiences that support learning for the 21st century. Locally raised funds have supported key learning areas, updated our resources and enhanced our buildings and grounds. In 2018, locally raised funds contributed to library books/readers, the resurfacing of our basketball court and funds towards a new running track. The Finance Committee, of School Council, have applied the appropriate governance processes needed. The school has shown due diligence and transparent accounting processes to ensure targeted expenditure to optimise our students' learning experiences and fund school improvements in infrastructure, buildings and grounds. The annual result for Tyabb Primary School was a surplus of \$153,680. This was due to a slight increase in student numbers and the school maintaining a balanced staff profile.




**For more detailed information regarding our school please visit our website at**  
<http://www.tyabbps.vic.edu.au/>

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

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

### School Profile

#### Enrolment Profile

A total of 408 students were enrolled at this school in 2018, 227 female and 181 male.

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

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

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

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






#### School Staff Survey





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

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



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> 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><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> 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><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>53%</td> <td>13%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>58%</td> <td>11%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>57%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>35%</td> <td>48%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>37%</td> <td>43%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	33%	53%	13%	Numeracy	31%	58%	11%	Writing	28%	57%	15%	Spelling	35%	48%	17%	Grammar and Punctuation	37%	43%	20%	<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><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b>            A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 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>93 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	93 %	92 %	93 %	93 %	93 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	93 %	92 %	93 %	93 %	93 %										

## Performance Summary

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

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

## Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,998,117	High Yield Investment Account	\$196,182
Government Provided DET Grants	\$379,219	Official Account	\$54,754
Government Grants Commonwealth	\$11,290	Other Accounts	\$22,177
Government Grants State	\$9,000	<b>Total Funds Available</b>	<b>\$273,113</b>
Revenue Other	\$15,213		
Locally Raised Funds	\$298,096		
<b>Total Operating Revenue</b>	<b>\$3,710,934</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$20,384		
<b>Equity Total</b>	<b>\$20,384</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,805,427	Operating Reserve	\$106,401
Books & Publications	\$5,565	Other Recurrent Expenditure	\$5,710
Communication Costs	\$5,458	Funds Received in Advance	\$114,116
Consumables	\$100,662	Maintenance - Buildings/Grounds < 12 months	\$9,000
Miscellaneous Expense <sup>3</sup>	\$140,900	Maintenance - Buildings/Grounds > 12 months	\$100,335
Professional Development	\$18,954	<b>Total Financial Commitments</b>	<b>\$335,561</b>
Property and Equipment Services	\$244,094		
Salaries & Allowances <sup>4</sup>	\$160,691		
Trading & Fundraising	\$45,678		
Utilities	\$29,816		
<b>Total Operating Expenditure</b>	<b>\$3,557,245</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$153,689</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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

# How to read the Annual Report

## What does the *About Our School* section refer to?

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

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

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

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

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

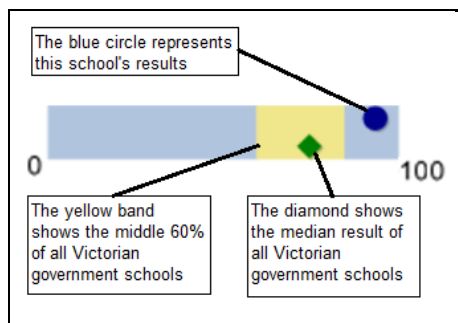
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

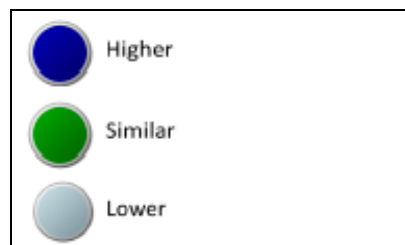


## What does *School Comparison* refer to?

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

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').