

2018 Annual Report to The School Community



School Name: Croydon Community School (7757)



- 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 10 April 2019 at 12:17 PM by Bernadette Bowling
(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 10 April 2019 at 02:48 PM by Julie Medlin (School
Council President)

About Our School

School context

VISION

Croydon Community School & Options vision is to graduate confident, compassionate, reliable and resilient young people who possess a positive personal philosophy, and a focus on continuing growth.

MISSION

Croydon Community School & Options mission is to engage each student in learning that nurtures individual interest, encourages active participation in the learning process and develops each students' ability to apply knowledge and skills to real life experiences and challenges.

OBJECTIVE

Croydon Community School & Options objective is to individualise and personalise learning for the benefit of each of our students. We work from the premise of 'one student at a time in a community of learners'.

Croydon Community School is situated in the heart of Croydon (Mt Dandenong Rd) and it offers a curriculum based on the Big Picture design to engage young people who have struggled to experience academic success and / or personal / social wellbeing in mainstream schools. The Options@Bayswater campus is situated in Neale St Bayswater and seeks to reengage some of the region's most disengaged young people back into education. Croydon Community School also manages the Farm School at Woori Yallock and the Capacity Building Team which is now situated on site at Croydon Community School. The Woori Yallock Farm School offered the Cert 1 in Conservation & Land Management to small groups of students from 7 different secondary schools in the Dandenong Ranges & Yarra Valley. The Capacity Building team worked with 53 different schools to develop teachers' capacity to manage complex and challenging behaviours.

During 2018 the school had 134 students across both the Croydon and Bayswater sites. 36.3 of these students were funded through the Program for Students with Disabilities, 8 students identified as ATSI, 10 were in official Out of Home Care. The school's SFO was 0.0.6423 and SFOE was 0.5513 with 72 students equity funded. More than 30 % of our families experience unemployment.

The school had 18.98 effective fulltime teaching staff with 22 teachers, 2 principal class officers. 20 Education Staff were employed in administrative, wellbeing and classroom support roles.

Framework for Improving Student Outcomes (FISO)

Croydon Community School focused on Building Practice Excellence & Setting Expectations and Promoting Inclusion in 2018. Key improvement strategies in 2018 were:

1. Build consistency and quality of Big Picture Education professional practice to improve student literacy outcomes;

In reality, the work done to develop Big Picture practice did not have a specific focus on improving literacy teaching. However, the learning specialist regularly observed teacher practice and coached advisors on how to support young people to develop more rigorous Individual Learning Plans. A highlight of the year was the increased emphasis on "Leaving to Learn" activities in all advisories. There were more passion based excursions and staff organised for industry mentors / specialists to come into the school to share their skills with our young people. Similarly, students were more focussed on their passions and engaged in their learning. The school saw an increase in Stimulating Learning (Attitudes to School Survey) for students in Yrs 9 & 10 and The Big Picture Survey results showed an increase in students doing work that supported their passions across all year levels.

2. Build effective Professional Learning Teams across Croydon Community School and Options;

A high light of this key improvement strategy was the celebration day held on Cup Eve. On this occasion PLT members shared their learnings with their colleagues at an Exhibition thus reflecting the Big Picture design. When surveyed most staff indicated that involvement in the PLTs had been a worthwhile professional learning experience. Staff were keen to continue PLTs in 2019 with more of an emphasis on investigating questions that were related to teaching practice; this in itself indicates a shift in thinking.

3. Introduce the implementation of positive education strategies;

The school joined the Maroondah Network's Positive Education initiative and concentrated on promoting staff wellbeing - this has allowed staff to adopt an enthusiastic mindset about positive education and its relationship to the Big Picture design.

Reflections upon 2018 suggested that we need to build instructional rigour if we are to increase student achievement. Planning for 2019 acknowledged the need for the timetabling of specific "communication" and "numeracy" time and the allocation of teachers with literacy and numeracy teaching skills to work alongside advisors, building knowledge of literacy/ numeracy teaching and providing specialised support for students.

Achievement

A consideration of the school's achievement data needs to be prefaced with an explanation of the school's curriculum design. The school is a Big Picture School and as such is not driven by standardised curriculum or assessments. During 2018 most young people built their own Individual Learning Plans (ILPs) on an area of interest each term. Students included a range of learning goals including Quantitative Reasoning, Empirical Reasoning and Communication when exploring their chosen topic / inquiry question thereby covering essential skills and knowledge. Teachers mapped the work students did within their ILPs to the Victorian Curriculum and reported on these to parents.

In the senior years students developed a portfolio to evidence the skills that they had developed over the years and most young people presented their work to parents and their advisory team at the end of each term. Student "Exhibitions" are a key element of the Big Picture design as are portfolios. The school is working on enhancing the quality of portfolios to assist students' transition to further education and training. The school acknowledges that VCAL and VET completion rates need to improve, however, this awareness is coupled with the understanding that many of our young people need significant amounts of support to access and achieve VET competencies and VCAL outcomes. The school has partnered with Box Hill TAFE to introduce VET Visual Art in an attempt to capitalise on the interests/ talents of our young people and to enhance opportunities for them to achieve success in their senior school studies.

Though NAPLAN achievement is well below that of schools with similar characteristics there has been some increase in numeracy achievement, specifically the percentage of students with high or medium relative learning gain (Years 7 to 9). Teacher judgement also shows a reduction in the percentage of students below level in numeracy. However, in terms of teacher judgement 50% or more of our students continue to achieve below the age expected level in Reading, Writing & Numeracy - Speaking and Listening is a little better at 40%. Attempts to institute regular moderation sessions did not really work because scheduling of meetings was not efficient in 2018. The 2019 Annual Implementation Plan (AIP) makes more specific reference to teacher moderation particularly in the literacy teaching domain and the meeting schedule is more clearly documented and agendas are specific to AIP implementation. Teachers have begun working solidly on moderating student work at the time of this report and they have been provided with more specific direction about how to do so.

All PSD students showed satisfactory progress towards meeting their Individual Learning Plan goals. While the school is keenly aware of individual student difference, DET inclusion grants allowed the school to prioritise professional learning relating to young people on the autism spectrum during 2018.

The number of Year 12s leaving to unemployment has reduced by 5% from 25% to 20% - this is very positive given the high unemployment rate of parents at the school and reflects the increased emphasis we are placing on our Leaving to Learn program. To further strengthen this program the school has allocated a Pathways teacher (approximate EFT 0.5) who is implementing a more rigorous Career Action Plan process across the school.

Engagement

Student attendance has increased significantly according to the 2018 School Performance Report. This is largely because the school appointed an Education Support officer to monitor our attendance process. It became obvious as 2018 progressed that staff needed support to follow up attendances and to communicate concerns with families. Unapproved absences have decreased across all year levels as a result.

Furthermore, an evaluation of the 2018 timetable showed that student attendance dropped at specific times during the week. As a result, the timetable was changed to improve student engagement during the day. The school now has "Grow Your Passion" blocks where students come together to learn about specific subjects and topics that they are interested in. There is also more opportunity for students to engage in physical activity. Each term our learning specialist will use student voice to determine which topics are scheduled during the term. At the time of this report, the learning specialist has held a focus group of students and instituted a revised program of these classes for Term 2.

NAPLAN participation has also increased significantly according to the 2018 School Performance Report - DET considers participation in NAPLAN to be a measure of an inclusive environment. Participation in the Attitudes to School survey also increased.

Wellbeing

In terms of embedding high expectations for a safe, supportive and respectful relationships across the school and wider community as a base for learning the key improvement strategy was to implement positive education strategies. The school introduced positive education strategies and focussed upon teacher knowledge and wellbeing in the early part of the year. In the second semester wellbeing staff initiated a schedule of themed days, providing activities that teachers could use daily each week of the term - e.g. Mindful Monday, Wacky Wednesday, Thankful Friday. The school continues to progress this work in 2019, having appointed a teacher to build capacity of other staff to understand and implement positive education strategies across the school.

In terms of the measures set to evaluate progress of this key improvement strategy, student confidence, though still low at 55%, did increase from 51%. Parent opinion data is strong and reflects the strong relationship between school staff and families that has encouraged connectedness to school (parent connectedness 81% as per Supplementary School Level report 2018). A highlight of 2018 was our parent morning teas which were hosted by the wellbeing team. These were well attended by parents who came to share the experience of raising teenagers and receive a range of supports.

Overall student connectedness to school was 52% (Supplementary Report 2018). Attitude to School results for Year 11 students was particularly low across several areas and prompted all teachers to go back to students and seek more feedback from them about how they were experiencing school. Students identified that "respect" was low amongst students and between students and staff. Year 11 students in particular identified that there were several students whose behaviour caused repeated disruption and anxiety to others. In response staff worked hard to develop individual behaviour management plans for these students, guided by wellbeing staff. During 2019, the school will focus on modelling a strength based approach in their interactions with young people as part of the implementation of Positive Education. Some teachers are investigating how student action teams might build student pro social skills.

Overall the school environment became calmer as 2018 progressed. Suspensions for serious incidents of anti social behaviour involving students reduced over the year from 18 students suspended in Term 1, 13 in Term 2, 3 in Term 3 & 2 in term 4. Staff will work on a school wide approach to behaviour management when the Wellbeing and Engagement Policy is reviewed during 2019.

Financial performance and position

The school reported a net operating surplus of \$144,807 for a few reasons. For example, the school received \$116,354 by enrolling students after census e.g. the end of February 2018. These were students from other

schools who came to us on a memorandum of understanding (MOU) or students who had not been at school for an extended period of time in which case DET provided late enrolment funding. The school was also unable to fully replace a maternity leave position due to the specialised nature of the role- this resulted in unspent staffing money.

Equity funds received (197,387) were largely used to cover the salaries of our wellbeing team which included 1.8 youth workers and a psychologist 0.6. Equity funding was also allocated to professional learning for these staff members and teacher professional learning aimed at raising student achievement.

Advance funding (state government grant) of \$29,175 was largely allocated to the Dogs for Life program - this is a program that builds student emotional wellbeing and pro social skills via the teaching of dog handling skills.

Several students who have experienced trauma, along with those who experience emotional and social difficulties, have developed pro social skills and maintained school engagement as a result of their participation in this program.

The school received no extraordinary revenue not did it have any extraordinary expenditure during 2018.

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 secondary school type.*

Enrolment Profile

A total of 134 students were enrolled at this school in 2018, 46 female and 88 male.

0 percent of students had English as an additional language and 6 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: Low

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)	91.8	72.4	64.8	78.4

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)	54.7	51.5	41.4	61.2

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

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 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	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	37.6	79.1	64.9	89.9	
Mathematics	14.4	69.4	49.3	85.5	

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	40.0	50.0	37.7	64.5	
Year 7	Numeracy (latest year)	0.0	50.8	37.5	66.7	
Year 9	Reading (latest year)	14.3	43.7	31.2	58.4	
Year 9	Numeracy (latest year)	0.0	44.4	30.4	59.9	

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	15.0	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	5.0	51.4	38.1	66.0	
Year 9	Reading (4 year average)	20.8	41.9	30.8	54.9	
Year 9	Numeracy (4 year average)	8.3	41.8	30.1	59.1	

NAPLAN Learning Gain

Learning gain of students from year levels 5 to 7 and year levels 7 to 9 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'.

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 Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	np	np	np
Year 5 to 7	Numeracy	np	np	np
Year 5 to 7	Writing	np	np	np
Year 5 to 7	Spelling	np	np	np
Year 5 to 7	Grammar and Punctuation	np	np	np
Year 7 to 9	Reading	75.0	12.5	12.5
Year 7 to 9	Numeracy	57.1	42.9	
Year 7 to 9	Writing	80.0	20.0	
Year 7 to 9	Spelling	66.7	33.3	
Year 7 to 9	Grammar and Punctuation	66.7	33.3	

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)		27.1	25.3	29.7	
Mean Study Score (4 year average)		27.4	25.3	29.6	

Students in 2018 who satisfactorily completed their VCE: **N/A percent.**

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **63 percent.**

VET units of competence satisfactorily completed in 2018: **80 percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **78 percent.**

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

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	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	37.3	20.6	15.9	25.1	
Average number of absence days (4 year average)	48.5	20.2	16.0	24.5	

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	89	84	79	78	86	74

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	66.7	75.0	66.7	81.7	
Retention (4 year average)	63.6	75.0	66.2	80.4	

Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	66.7	91.7	83.1	99.3	
Student Exits (4 year average)	70.9	91.6	83.5	97.7	

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

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 7 to 12.

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	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	51.6	53.1	43.3	63.2	
Percent endorsement (2 year average)	54.3	52.9	44.5	61.9	

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 7 to 12.

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	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	52.2	56.7	47.0	68.0	
Percent endorsement (2 year average)	54.8	56.0	47.5	66.4	

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENTS SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$3,877,963
Government Provided DET Grants	\$448,726
Government Grants Commonwealth	\$0
Government Grants State	\$29,175
Revenue Other	\$148,529
Locally Raised Funds	\$69,038
Total Operating Revenue	\$4,573,432

Equity ¹	Actual
Equity (Social Disadvantage)	\$178,477
Equity (Catch Up)	\$0
Transition Funding	\$18,910
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$197,387

Expenditure	Actual
Student Resource Package ²	\$3,812,409
Adjustments	\$0
Books & Publications	\$0
Communication Costs	\$26,551
Consumables	\$98,332
Miscellaneous Expense ³	\$225,890
Professional Development	\$22,604
Property and Equipment Services	\$167,686
Salaries & Allowances ⁴	\$14,630
Trading & Fundraising	\$2,263
Travel & Subsistence	\$23,955
Utilities	\$34,307
Total Operating Expenditure	\$4,428,625
Net Operating Surplus/-Deficit	\$144,807
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$163,201
Official Account	\$32,856
Other Accounts	\$210,957
Total Funds Available	\$407,014

Financial Commitments	Actual
Operating Reserve	\$97,009
Other Recurrent Expenditure	\$509
Provision Accounts	\$312
Funds Received in Advance	\$28,463
School Based Programs	\$33,366
Beneficiary/Memorial Accounts	\$63,796
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$169,430
Asset/Equipment Replacement < 12 months	\$15,000
Capital - Buildings/Grounds < 12 months	\$0
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	\$407,885

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 04 Mar 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, 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 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.

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 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 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').