

# 2018 Annual Report to The School Community



School Name: Eastwood Primary School (4702)



- 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 10:05 AM by Rukshana Verzijl  
(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 27 March 2019 at 10:31 PM by Karen Gabel  
(School Council President)

## About Our School

### School context

Our vision at Eastwood Primary School is to provide a challenging, enriching, safe and supportive environment that develops responsible and resilient individuals.

The Eastwood Primary School Community is expanding, and with the ongoing, continuing growth in student numbers our multifarious organisation becomes more complex in a multitude of aspects. There were increasing numbers of students with English as an additional language (EAL) background enrolled over the period. The EAL students were catered for through a targeted EAL program. Our Deaf Facility is designed to cater for up to 20 students and there were 17 students enrolled in 2018. All students enrolled in the deaf facility were fully integrated into the mainstream classrooms and students were supported by specialist teachers of the deaf (TOD) and their classroom teachers. All classrooms are acoustically designed to cater for hearing impaired students. Students were also provided with one-on-one tuition in the deaf facility.

Our confirmed 2018 census data indicated that we had 504 students, a principal, an assistant principal, 3 leading teachers, 29.8 EFT teaching staff and 8.67 EFT Integration Teacher Aide staff in our mainstream, 2.6 EFT teaching staff and 1 EFT integration aide in our Deaf Facility and 2.99 support staff in our administration office. Two new classrooms were installed and the inter-connecting deck created a positive environment for learning. The curriculum continued a strong focus on teaching and learning in English and Numeracy based on the Victorian Curriculum, and an integrated approach to learning and teaching in other areas of the curriculum including information and communications technology (ICT). The addition of digital technology as a specialist program, along with the continuation of visual arts, performing arts, physical education and Auslan (Australian Sign Language), supported and enhanced our learning program.

The culture of trust and respect for the staff at our school has been a positive feature over many years. The staff and informed community continue to support and trust the integrity of the leadership team. In March 2018, due to our assistant principal's move to another school, we implemented a new Leadership structure with the introduction of two new Learning Specialists. This increased our Leadership team to six members, including the Principal, and resulted in the introduction of a more distributive model, enhancing the leadership directions of our school. During 2018 our pedagogy, achievement data and agreed values of honesty, resilience, respect, and kindness were reinforced and we welcomed many visitors to observe our effective teaching and learning practice.

Our Literacy, Numeracy and Student Wellbeing professional team created a program of 'Learning partnerships' that became the hub of community involvement with community reading, numeracy and student support, intervention and student work displays. Our data indicates that our NAPLAN growth continues to be high and the writing results indicate that the collaboratively developed and implemented whole school instructional model has ensured significant improvement in student achievement across all domains. Our evidence continues to validate our practice of student-led flexible and collaborative teaching and learning spaces.

The Well-Being team, strengthened by the continued funding of a chaplaincy program, subsidised by CCCVAT, and our Positive Psychology Education HOPE leader, was able to support students and families throughout the school year. Our environmental sustainability program, including our Resource Smart and Stephanie Alexander programs, was again supported by our community partners.

Our annual Twilight Market was another successful community event and provided an opportunity for all community members to come together to celebrate and have fun, while raising significant funds for our many diverse programs. The funds were predominantly used to develop our play equipment and teaching resources.

### Framework for Improving Student Outcomes (FISO)

After assessing our performance on the FISO Continua of Practice and analysing school data we determined the need to focus on the following areas in 2018:

- The development of explicit systems for classroom observation and the modelling of effective practice including the opportunities for regular observation and feedback between team members, leaders and students.
- Establishing structured mentoring and coaching programs
- Development of documented whole-school pedagogical practice including the use of evidence based and high impact teaching strategies embedded into the teaching and learning program

- Implementation of programs that provide students with targeted feedback based on informed and timely judgments of each student's achievement relative to their learning goals and their needs
- Authentic student voice is sought to enhance the quality of relationships and to inform teacher practice.
- Students have the opportunity to influence the curriculum.
- Develop strategies to work with families and community groups to develop students' social and emotional health, and to plan consistent and complementary approaches within and beyond the school.

FISO Improvement Initiatives:

- \* Building Practice Excellence
- \* Empowering students and building school pride
- \* To build a truly inclusive school community.

Successfully implemented key improvement strategies:

- Development of a whole school instructional approach to teaching and learning in literacy, numeracy
- Development and implementation of a systematic approach to challenging goals and effective feedback for all students and teachers, through a visible learning approach.
- Positive Education - focused on specific skills that assist students, teachers and parents to strengthen relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.

## Achievement

### LITERACY

- Greater pedagogical knowledge of the effective teaching of spelling
- Vocabulary of English Orthography being used (Morphology, Etymology, Phonology, morphemes, phonemes, graphemes)
- Morphological Word walls are in many classrooms
- Workshop model in Writing is established in most classes
- Structured Word Inquiry and THRASS are tools used in most classes
- South Australian Spelling Test shows significant growth

Future Planning:

- Explicit instruction in the Craft of Writing, particularly with a focus on Language Use and Word Choice
- Continue to embed the Workshop Model using the High Impact Teaching strategies for both Writing and Reading
- Continue use of The Fountas and Pinnell Literacy Continuum to support Writing Planning and student goals
- Teach students to "read like a writer" using high quality mentor texts
- Embed consistent use of the Writer's Notebook throughout the school
- Continue to consolidate teacher capacity in knowledge and instruction of English Orthography
- Establish "wonder walls" to continue to foster fascination and inquiry mindset about words
- Continue to use Structured Word Inquiry and THRASS
- Continue to develop teacher capacity in knowledge and instruction of Vocabulary, particularly with Tier Two words
- Development of scheduled Parent/Volunteer Literacy training
- Budget allowance for classroom libraries
- Budget allowance for Mentor Texts for teachers
- Learning Specialist to facilitate PLC inquiry cycle in teams to improve student outcomes in writing
- Learning Specialist to facilitate professional learning as needed
- Use of peer observations to improve impact of explicit teaching

### NUMERACY

- Case Management Meetings in Term 3 focused on Numeracy. This supported teachers with strategies for students that they were having trouble making progress with.
- Maths coaching by the Numeracy Learning Specialist, has included modelling lessons and observing staff then giving feedback. This has developed teacher knowledge of the curriculum content as well as building confidence in using effective teaching strategies in Maths. This has predominantly been with graduate teachers.
- The Numeracy PLT has been looking deeper at the different stages of the e5 instructions model and have been undertaking learning sprints in order to trial new ideas and become more familiar with the process.
- Numeracy moderation continued in Terms 3 and 4. Term 3 focused on building teacher knowledge of the curriculum with a particular focus on the Number and Algebra strand. In Term 4, teacher brought along student work

samples and assessments to moderate both in their teams and cross-level. The feedback from these sessions has been very positive with staff finding the cross level discussions particularly useful for reporting.

- Numeracy planning support and professional learning at level meetings has been very useful in developing the professional knowledge of teachers and ensuring consistency of practice across the level.
- Implementation of PAT-Maths has been an effective tool for identifying students who require further support and tracking the growth of students. Teachers have also been able to modify their planning to incorporate aspects that were identified as areas of need.
- Student support groups in Maths have been implemented since Term 2 for students in F-4 who required further support in basic number skills. Students have made positive progress in these areas.
- Maths extension groups were established in Grades 3-6 during Terms 2 and 3. This provided students with challenging tasks to work through and discuss to help extend their thinking.

Future planning:

- Parent information sessions on how to support their children in Maths
- Further implementation of the e5 instructional model in Maths including planning support for all teams by the Numeracy Learning Specialist
- Continuation of Numeracy and Literacy moderation activities
- Consistent use of peer observation to improve teaching practices
- Case Management Meetings to support dialogue about student learning
- Consistent use of Compass Continuum for formative assessment in Numeracy
- Implementation of PLC's in each level with a focus on both literacy and numeracy across the year
- Support by the Learning Specialists for PLC's particularly in the analysis of data and by providing professional learning targeted to needs of the students
- Maths resource books purchased for each team to support professional learning
- Continuation of extension and support groups for students identified as significantly above and below level in Maths
- Further professional learning for staff in the effective implementation and analysis of MOI and PAT-Maths assessments

## Engagement

Develop and implement a systematic approach to challenging goals and effective feedback for all students and teachers, through a visible learning approach.

- Learning success is evident in our testing results and student engagement
- Greater focus in inquiry based learning
- Changed language to "I can" statements
- Greater focus on learning intentions and success criteria
- Stronger focus on feedback and willingness of students to receive the feedback.
- ATS (Attitudes to School) data - Females have shown great increase in learning confidence (evidence)
- Introduction of Learning Specialists has increased the focus on student learning and teaching programs.
- Higher expectations evident
- Monitoring of student absences and follow-up by school Chaplain and Student Welfare coordinator

Future planning:

- Development of Anti-bullying program
- Learning Specialist to analyse data regularly
- Continued monitoring of student absences and follow-up by school Chaplain and Student Welfare coordinator
- Implementation of targeted parent information programs

## Wellbeing

Positive Education - focusing on specific skills that assist students, teachers and parents to strengthen relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle.

- Open classrooms- parents welcomed into the classrooms and support programs e.g Literacy partners, Numeracy intervention programs

- Improved collective responsibilities for year level cohort of students, not just own class.
  - Professional development implemented for staff in data collection, analysis and moderation with guidance from LS
  - Maroondah Plus10 schools are working closer together to improve wellbeing – Strategic implementation of Positive Education strategies
  - Case Management meetings in place
  - School Chaplaincy program & other support services
  - SSGs, interim reports & semester reports
  - Pivot surveys implemented to allowed students to provide specific feedback to their teacher
- Future planning:
- Numeracy, Literacy and wellbeing data to be promoted in school newsletter so as to communicate our strengths and areas for improvement to parents.

### **Financial performance and position**

Eastwood Primary School completed 2018 in a financially sound position with a surplus of \$17,328 . The school's commitments were closely monitored by the School Council. Some of the expenditure for 2018 related to the installation of shade sails over three of our playgrounds, removal of dead trees, and the installation of evaporative air cooling in all three of our Learning pods. These items was heavily subsidised by our school community fundraising initiatives. The maintenance of buildings and grounds, including painting and reinstatement of a cricket net and pitch on the oval, the cost of leased equipment and innovative curriculum initiatives continue to be significant items of expenditure. In 2018, the school received additional \$34,479 as equity funding. This was used to subsidise a targeted additional support consisting of literacy intervention and EAL support. The school was fortunate to receive specific grants including the ANZAC Centenary Community grant, Sporting School grants and funding that supplemented the cost of our shade sails from a Department of Health and Human services grant. Eastwood Primary is committed to continuing the provision of high-quality educational opportunities and initiatives aimed at improving outcomes for all students, as well as maintaining the facilities at the current high standard.

**For more detailed information regarding our school please visit our website at**  
<https://www.eastwood.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

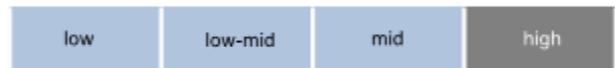
#### Enrolment Profile

A total of 505 students were enrolled at this school in 2018, 237 female and 268 male.

22 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

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

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



#### School Staff Survey

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

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



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools:  ◆ 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> Lower</p> <p> Similar</p> <p> Lower</p> <p> Lower</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> 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><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 Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16%</td> <td>67%</td> <td>16%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>49%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>7%</td> <td>64%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>60%</td> <td>13%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>11%</td> <td>40%</td> <td>49%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	16%	67%	16%	Numeracy	27%	49%	24%	Writing	7%	64%	30%	Spelling	27%	60%	13%	Grammar and Punctuation	11%	40%	49%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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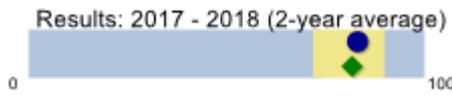
## Performance Summary

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><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>92 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>88 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	92 %	93 %	92 %	92 %	88 %	92 %	<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										
92 %	92 %	93 %	92 %	92 %	88 %	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><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> Similar</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	\$4,429,789	High Yield Investment Account	\$152,885
Government Provided DET Grants	\$433,110	Official Account	\$27,844
Government Grants Commonwealth	\$54,957	Other Accounts	\$3,962
Government Grants State	\$54,000	<b>Total Funds Available</b>	<b>\$184,692</b>
Revenue Other	\$130,010		
Locally Raised Funds	\$458,895		
<b>Total Operating Revenue</b>	<b>\$5,560,762</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$33,479		
<b>Equity Total</b>	<b>\$33,479</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,350,536	Operating Reserve	\$170,962
Books & Publications	\$5,761	Other Recurrent Expenditure	\$3,014
Communication Costs	\$6,663	Funds Received in Advance	\$2,372
Consumables	\$118,826	Funds for Committees/Shared Arrangements	\$8,345
Miscellaneous Expense <sup>3</sup>	\$360,477	<b>Total Financial Commitments</b>	<b>\$184,692</b>
Professional Development	\$156,209		
Property and Equipment Services	\$299,600		
Salaries & Allowances <sup>4</sup>	\$152,481		
Trading & Fundraising	\$60,659		
Travel & Subsistence	\$11		
Utilities	\$32,213		
<b>Total Operating Expenditure</b>	<b>\$5,543,433</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$17,328</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)

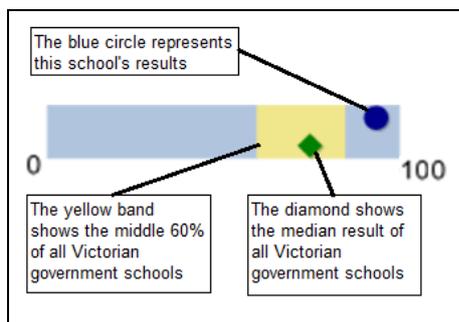
### Engagement

- 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).

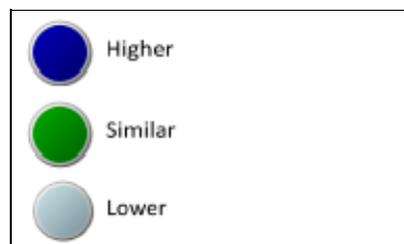


## What does *School Comparison* refer to?

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').