2018 Annual Report to The School Community

School Name: Brookside P-9 College (8908)

- 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 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 14 March 2019 at 02:38 PM by Simon Sherlock (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.

To be attested by School Council President

Brookside P-9 College (8908)

About Our School

School context

Brookside College is located in Caroline Springs on the lands of the Wurundjeri People and the Kulin Nation. Although the College and the community it serves is less than 20 years old, learning communities have taken place on this land for more than 30,000 years.
Founded as part of the multi-campus Caroline Springs College in 2000, Brookside College became a separate legal entity in 2012. Since its formation the College has gained a strong reputation as a caring and community minded learning school built on a commitment to student-centred learning and inclusive education.
Today the College has an enrolment of 1200 students from Prep to Year 9 and a staff of 135. Ours is a culturally and ethnically diverse community with 55% our children coming from a language background other than English and 1% of our children coming from an Aboriginal or Torres Strait Islander background. As a College we celebrate the richness that diversity brings to a community and ensure our educational programs give voice to the different experiences of our families.
Our Vision – the why
“Brookside College empowers every learner to fulfil their potential and positively shape the future.”
Mission – the what
“At Brookside College we design high quality learning experiences that build on learner strengths and needs to help them develop their talents, passion and purpose.”
Values
Rights, Respect, Resilience and Relationships
Our curriculum programs place Literacy, Numeracy and Empowerment at the core of our practice. Our curriculum structure is aligned with our Vision and Mission and has an unswerving focus on 21st Century Learning Skills underpinned by the Victorian Curriculum Capabilities and student agency. Our curriculum work is framed by the Victorian Curriculum, the New Pedagogies for Deeper Learning and the Department of Education’s ‘Amplify’ practice guide.
Our evidence-based approach to learning and teaching is informed by the work of John Hattie, Dylan Wiliams and John Biggs, and a close working relationship with faculty members of the Melbourne University Graduate School of Education. Our balanced pedagogical approach draws on Hattie and Donoghue’s Model of Learning and is supported by the Victorian Teaching and Learning Model.
Our work with students is framed by the Response to Intervention model. Brookside College delivers intervention and extension classes in English and Mathematics for students who require Tier 2 support. Additional Tier 2 supports include a Hands on Learning Program that has been nationally recognised as a model of excellence and a range of performance and arts based programs.
The College is committed to developing happy, healthy and resilient children and we have invested significantly in allied health expertise and a range of specialist intervention programs underpinned by the Berry Street Education Model, Rights, Resilience and Respectful Relationships and School Wide Positive Behaviour Support practices.
Approximately 15% of our students have their learning adjusted to meet their additional needs.
In 2019 we opened our new dedicated Student Wellbeing and Intervention Centre, ‘The Hub’, in order to further our commitment to inclusive positive education.

Framework for Improving Student Outcomes (FISO)

The College has mapped all priorities against the FISO framework. In 2018 our focus was on;
1. Building practice excellence - Develop consistent PLT practices across the College in the form of the Brookside Clinical Teaching Model and build teacher capacity to implement across the College
As a result of this initiative;
STUDENTS:
- can articulate the goals of each lesson, and how they will have successfully achieved them
- can understand and self-assess their progress, and articulate what they need to learn next
TEACHERS:

- can ensure all students make measureable and ambitious gains for which all staff share accountability
- can engage in giving and receiving feedback to ensure continuous improvement in teaching and learning
- routinely analyse data at individual student, sub group, class and year group
- can set clear goals that are directly linked to the school's AIP
- can regularly evaluate the impact pf their PLT in relation to improving student learning

LEADERS:
- ensure data and evidence drives all the work of the PLC
- routinely analyse data at individual student, sub group, class and year group
- ensure learning architecture provides timetable and meeting schedule that prioritises collaboration for improvement

2. Building practice excellence - Build teacher capacity to implement the Big Write and VCOP Program consistently across the College
As a result of this initiative;
STUDENTS:
- are engaged in a rich, authentic and purposeful Writing program that is hinged on the development of oral language skills
- can articulate the goals of each lesson, and how they will have successfully achieved them
- can understand and self-assess their progress, and articulate what they need to learn next
- discuss their progress during conferencing and explain how this supports their learning
- provide feedback to their teachers and peers

TEACHERS
- demonstrate a deep understanding of how writing skills develop in early childhood through to adolescence
- develop high quality Common Formative Assessment Tasks and undertake rigorous moderation
- provide feedback to students that is purposeful and is highly effective in supporting progress and achievement towards ambitious targets for all
- analyse student data to reflect and review the impact of their practice on learning outcomes

LEADERS:
- provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during Learning Walks
- support staff through professional learning and coaching conversations to deepen their understanding of the development of writing skills in children
- facilitate and support collaborative practices across the College

PARENT/GUARDIANS:
- actively participate in their children's home learning (as part of 'Homework Talk') which has a large emphasis on oral language development

3. Evidence-based high-impact teaching strategies - Develop a Brookside Instructional Model that is implemented consistently across the school and has a focus on appropriately challenging tasks
As a result of this initiative;
STUDENTS:
- can articulate the goals of each lesson, and how they will have successfully achieved them
- can understand and self-assess their progress, and articulate what they need to learn next
- discuss their progress during conferencing and explain how this supports their learning
- provide feedback to their teachers and peers

TEACHERS:
- articulate learning goals that are communicated clearly, referred to frequently and used by students to monitor and advance their own learning
- design activities that incorporate cross-curricular applications and real world connections and therefore help students make connections within and between curriculum areas
- design challenging tasks with multiple entry points so there are opportunities for all students to engage in the learning activity and generate knowledge and elaborate upon information
- analyse student data to reflect and review the impact of their practice on learning outcomes
- use a variety of formative assessment activities to help students assess their own progress

LEADERS:
- provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during Learning Walks
- support staff through professional learning and coaching conversations to deepen their understanding of developmentally appropriate pedagogy
- facilitate and support collaborative practices across the College

4. Setting expectations and promoting inclusion - To embed a consistent, calm and orderly environment that promotes a positive climate for learning through the establishment of a college wide positive behaviours framework As result of this initiative;
STUDENTS
- Students can articulate school values.
- Students can develop trust through forming positive relationships.
- Students will contribute to the development of School-Wide Positive behaviour Supports (SWPBS).
- Students will begin to role model college values and expectations.
- Students will have agency over the direction of SWPBS.
TEACHERS
- Build trust through positive relationships.
- Explicitly teaching our college values and expectations.
- Positive Climate for Learning Committee.
- Positive role modelling of college values and expectations.
- Creating clear boundaries, routines and expectations.
- Provide regular positive contact, communication and acknowledgement with students, families and community stakeholders.
LEADERS
- Utilise school wide data to track and inform practice.
- Support staff through professional learning and coaching to deepen their understanding of SWPBS, Berry Street and Respectful Relationships.
- Positive role modelling of College values and expectations.
- Providing regular evidence-based feedback to College staff and individuals

Achievement

Students at Brookside College continue to achieve outcomes that are broadly the same as those achieved by students in schools with a similar intake and community demographic. Student outcomes continue to reflect the strengths of the College's P-9 model with students avoiding the dip in achievement that can occur at the Year 6 into 7 transition. Students showed strong relative growth from years 5 to 7 with this level of performance continuing into the secondary years. Relative growth in the primary years is inconsistent with students making good learning gains in Writing but less pleasing gains in Reading and Numeracy. NAPLAN attainment scores show that, with some notable exceptions (Year 3 Reading) our Secondary students are more likely to be placed in the top 3 bands for their age than our Primary students. Our Year 7 and 9 students placed well above the median for all Victorian Government Schools and similar to like schools when the comparing top 3 NAPLAN bands.
The College has identified the need to continue to build practice excellence and strengthen the evaluation of impact on learning. Our 2019 Annual Implementation Plan prioritises whole-school Numeracy and Literacy practice, and assessment for learning.

Engagement

Engagement measured by attendance shows Brookside College students have similar patterns of engagement as students in like schools. Secondary students are more engaged than their peers in the majority of Victorian Government schools although State-wide attendance does decline when students reach Year 9. To address engagement in Year 9 we have introduced for 2019 the 'Futures' Program. The 'Futures' Program aims to equip our

students with the skills and competencies they need to shape the future through authentic project-based learning experiences.
The data shows our Primary students are less engaged than our Secondary students although still matching the outcomes of students at like schools. We are addressing this need through curriculum enrichment with a focus on digital learning and performance.

Wellbeing

According to the Victorian Department of Education & Training, 'school connectedness' is among the lead indicators for the Education State Resilience target. Our Secondary students continue to report a strong sense of school connectedness as measured by the Student Attitude to School Survey; our results being similar to like schools. Equally our Secondary students respond positively when asked how well we address bullying at the College. As in previous years our Primary students feel less connected to school and want us to manage bullying more effectively. To respond to student voice in we have introduced for 2019 a new Anti-Bullying strategy, updated student management protocols and opened our Student Intervention and Wellbeing Centre - the 'Hub'. We continue to implement the Berry Street Education Model and the Rights, Resilience and Respectful Relationships agenda for which we are a lead school.

Financial performance and position

During 2018 Brookside College continued to spend its funding on student programs, furniture and equipment. Funds were spent on:

- Purchase of classroom furniture to enhance the learning environment for students.
- Purchase of 30 Apple monitors and keyboards for the new school MAC lab to support digital learning from 2019.
- Provision of programs such as the Musical Futures Program to develop student musical abilities.
- Invested significantly in allied health expertise and a range of specialist intervention programs underpinned by the Berry Street Education Model, Rights, Resilience and Respectful Relationships and School Wide Positive Behaviour Support practices.

The school constructed a new dedicated Student Wellbeing and Intervention Centre, 'The Hub', in order to further the College's commitment to inclusive positive education in 2019.

The College continues to be in a good financial position to provide a learning environment that develops happy, healthy and resilient children who will contribute positively to our community.

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 Pri/Sec Schools:
Results for this school: Median of all Victorian Government Pri/Sec Schools:

School Profile

Enrolment Profile

A total of 1214 students were enrolled at this school in 2018, 616 female and 598 male.

29 percent were EAL (English as an Additional Language) students and 1 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

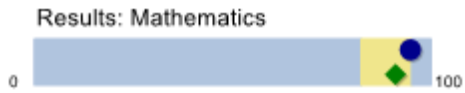
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

(Primary Year Levels)

Performance Summary

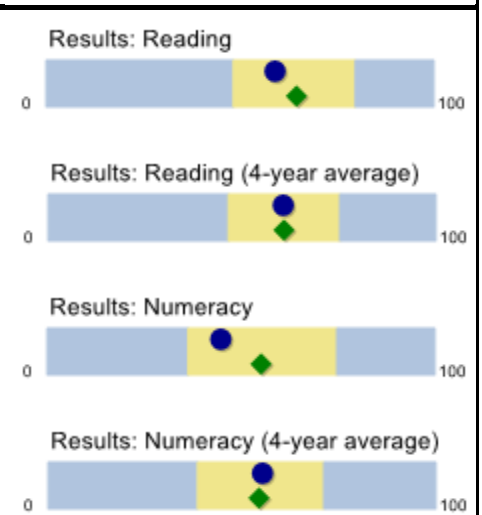
Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	 	

(Primary Year Levels)

Performance Summary

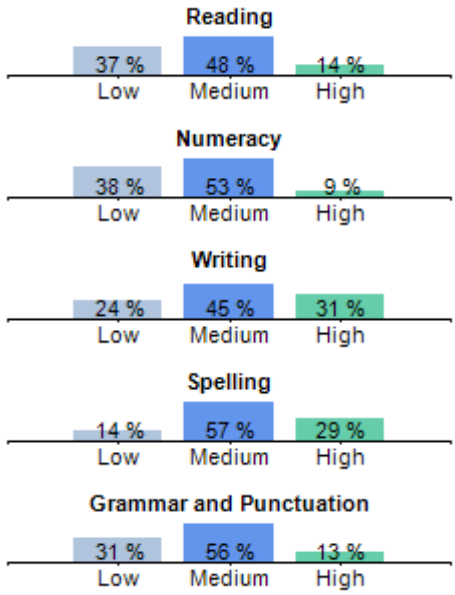
Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.		Similar Similar Similar Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.		Similar Similar Lower Similar

(Primary Year Levels)

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
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the 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'.		NAPLAN Learning Gain does not require a School Comparison.

(Primary Year Levels)

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:

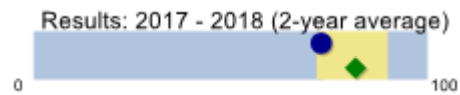
Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2018 attendance rate by year level:	Results: 2018 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) Few absences <------> Many absences	

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
92 %	92 %	91 %	91 %	93 %	93 %	92 %

(Primary Year Levels)

Performance Summary

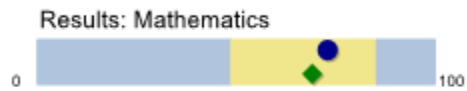
Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	 	
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	 	

(Secondary Year Levels)

Performance Summary

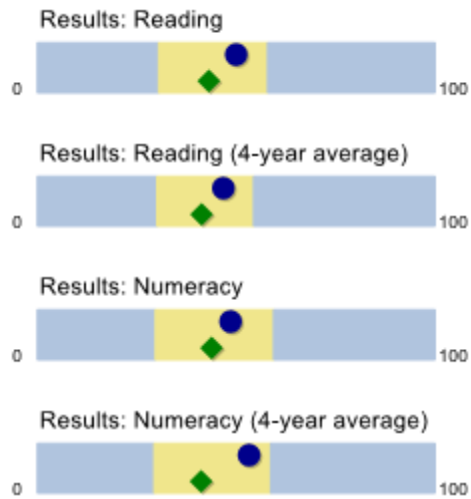
Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	 	

(Secondary Year Levels)

Performance Summary

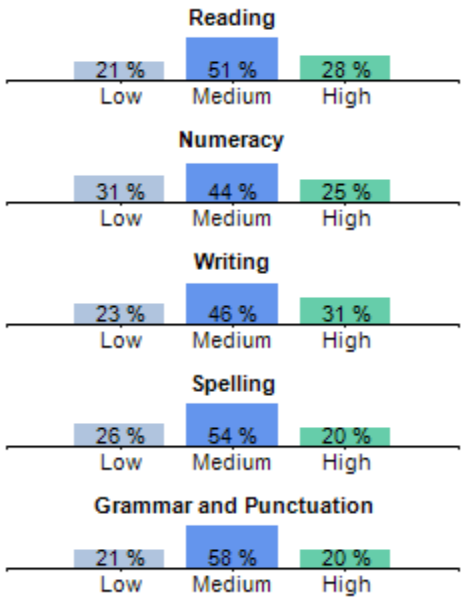
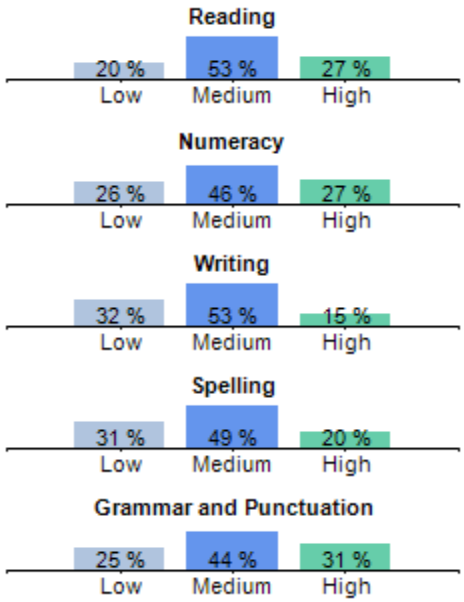
Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.		Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5 - 10.		

(Secondary Year Levels)

Performance Summary

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

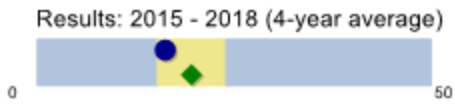
Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result 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 year 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'.		NAPLAN Learning Gain does not require a School Comparison.
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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 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'.		NAPLAN Learning Gain does not require a School Comparison.
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.	No Data Available No Data Available	No Data Available No Data Available

Students in 2018 who satisfactorily completed their VCE: N/A
Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: N/A
VET units of competence satisfactorily completed in 2018: N/A
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: N/A

(Secondary Year Levels)

Performance Summary

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

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2018 attendance rate by year level:	 Few absences <------> Many absences  Few absences <------> Many absences	

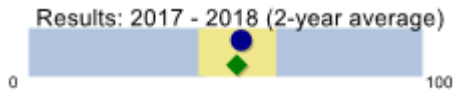
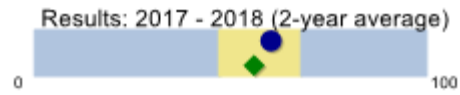
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
92 %	91 %	88 %	NA	NA	NA

Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	No Data Available No Data Available	No Data Available No Data Available
Exit Destinations Percentage of students from Years 10 to 12 going on to further studies or full-time employment. Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.	No Data Available No Data Available	No Data Available No Data Available

(Secondary Year Levels)

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	 	Similar Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	 	Similar Similar

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

Revenue	Actual
Student Resource Package	$10,061,758
Government Provided DET Grants	$1,468,414
Government Grants Commonwealth	$40,605
Government Grants State	$9,725
Revenue Other	$88,409
Locally Raised Funds	$486,702
Total Operating Revenue	**$12,155,614**

Equity[1]	
Equity (Social Disadvantage)	$281,639
Transition Funding	$32,216
Equity (Catch Up)	$26,775
Equity Total	**$340,630**

Expenditure	
Student Resource Package[2]	$9,370,007
Books & Publications	$4,857
Communication Costs	$11,478
Consumables	$252,439
Miscellaneous Expense[3]	$984,741
Professional Development	$57,487
Property and Equipment Services	$452,436
Salaries & Allowances[4]	$224,914
Trading & Fundraising	$31,722
Travel & Subsistence	$53
Utilities	$99,690
Total Operating Expenditure	**$11,489,824**
Net Operating Surplus/-Deficit	**$665,790**
Asset Acquisitions	**$48,073**

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	$554,625
Official Account	$166,745
Other Accounts	$2,200,000
Total Funds Available	**$2,921,370**

Financial Commitments	
Operating Reserve	$328,857
Funds Received in Advance	$53,572
School Based Programs	$670,000
Asset/Equipment Replacement < 12 months	$260,000
Capital - Buildings/Grounds < 12 months	$90,000
Maintenance - Buildings/Grounds < 12 months	$454,400
Asset/Equipment Replacement > 12 months	$300,000
Maintenance - Buildings/Grounds > 12 months	$764,542
Total Financial Commitments	**$2,921,370**

(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 04 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?

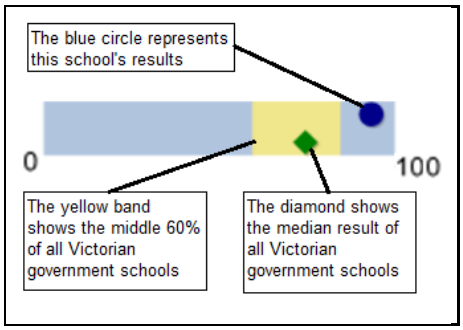
The Performance Summary reports on data in three key areas:

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).

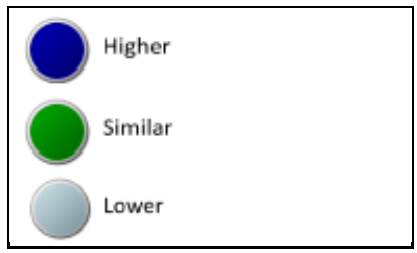


What does *School Comparison* refer to?

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').