

# 2018 Annual Report to The School Community



School Name: Lyndale Greens Primary School (5535)



- 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 29 March 2019 at 02:15 PM by Victoria Golding  
(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

## About Our School

### School context

Lyndale Greens Primary School is situated within the City of Greater Dandenong and services a community representing a diversity of socio economic and multicultural backgrounds. Academic success is a key feature at Lyndale Greens Primary School.

In 2018, Research by The Centre for Independent Studies (Sydney), indicated that Lyndale Greens Primary School was one of the top 18, High Performing, low socio economic schools in Australia.

The school's confirmed enrolment in 2018 was 568 students with an SFO (Student Family Occupation) of 0.7420, which placed the school in the high range for the proportion of students who have a Language Background Other Than English.

The explicit teaching of literacy and numeracy underpins all learning experiences and remains a focus for our school and this is reflected in our school's decision making processes. We continue to provide a comprehensive range of student support programs as well as having targeted intervention. Team planning and comprehensive professional development for all staff is ongoing to ensure staff have the most current curriculum/pedagogical knowledge.

The ultra-modern design of the school facilities provides a quiet, secure learning environment as well as promoting a sense of belonging and identification with our school culture. We have well designed learning and play spaces including 2 synthetic basketball courts and a 2 lane running track, plus synthetic grassed areas for quiet play, and a large oval for more vigorous activities. We also have 3 areas of purposefully designed play equipment to cater for students from Prep (Foundation) to Year 6.

Our caring and highly skilled teachers and education support staff, focus on empowering our students with the academic knowledge and skills they will require to embrace the present and shape their future. The range of curriculum programs we provide are innovative, focused and designed to maximise learning for all students. The importance of student welfare and well-being underpin our high expectations for both academic learning and behaviour. We foster strong and meaningful relationships with our parents, caregivers and others to support the connections between home, school and the local community. Our commitment to focus on providing the very best educational and student wellbeing programs has translated into very positive attendance rates.

At Lyndale Greens Primary School we challenge children intellectually by providing a wide range of educational experiences and opportunities to extend their academic, creative, social, emotional and physical development. We aim for our students to have high expectations, be problem-solvers and responsible citizens who are productive and effective communicators.

Lyndale Greens P.S. staff is comprised of 42.2 EFT teaching staff which consists of 1 Principal, 2 Assistant Principals, 1 Wellbeing Teacher, 2 EAL (English as an Additional Language) teachers, 4 Leading Teachers, 2 acting learning Specialists and classroom/specialist teachers. We also employed 16.3 EFT non - teaching Education Support Staff which includes Integration Aides, a Multicultural Aide and Office Administration staff.

The school continues to place a strong commitment and emphasis on the teaching of Literacy, Numeracy and ICT and these remain as the priorities for our 2019 Annual Implementation Plan.

Clear policies and programs are implemented across the school to ensure a consistent and inclusive approach to teaching and learning.

We also provide a range of outstanding technology resources, with all students having access to notebook computers, a range of iPads, IWBs and other digital resources. Students in Grades 4, 5 & 6 have access to our 1 to 1 device program. Having excellent digital resources and interactive technology in each classroom enables students to communicate readily on-line, develop sophisticated research and visual literacy skills and to create their own products. Accessing the potential of current and emerging technologies is a significant focus for both students and

staff.

[www.lyndalegreensps.vic.edu.au](http://www.lyndalegreensps.vic.edu.au)

### Framework for Improving Student Outcomes (FISO)

In 2018 we continued our commitment to our school improvement priority of Excellence in Teaching and Learning through the implementation of the key improvement initiative of Building Practice Excellence. We focused on building a professional learning culture to improve the learning growth of all students in Literacy and Numeracy.

We continued to focus on student achievement through targeted curriculum planning, assessment and the development of teacher capacity to differentiate teaching and learning. We employed a range of curriculum consultants to further support our leaders and teachers. We implemented coaching and modelling across the school in both Literacy and Numeracy.

The Literacy Consultant and our Assistant Principal introduced staff to Functional Grammar. Teachers were able to further develop their understanding of grammar learning in the context of reading and understanding texts, and to use authentic texts as models for students' own writing. We have also established effective strategies to provide differentiated reading instruction and have developed the teachers' capacity to implement these strategies consistently across grade levels/cohorts. Targeted Professional Development programs provide support for teachers to deliver differentiated learning. Planning for grammar learning now integrates both reading and writing instruction through the use of mentor texts and modelling strategies.

We implemented the 'Fountas and Pinnell Literacy Continuum' guide across the whole school to inform teacher planning and practice. Strategically implementing elements of the 'Fountas and Pinnell Literacy Continuum' at term planning sessions across the school. Leaders have supported staff to use the resource to establish Learning Intentions and to develop classroom teachers' understanding of the specific skills to be acquired at each level and to continue to provide for differentiation in teaching sessions.

HITS - Discussion of the HITS at Level and Team Meetings - developing an overview of all the strategies with a focus on Metacognition, Questioning and Explicit Teaching and how these strategies have an impact on student learning. Sharing and collaborating with each other about effective ideas and strategies. Reference to the HITS is integrated into planning documents.

We introduced the Top 10 Maths program through a Maths consultant and our Numeracy Leading Teacher. We continued to develop teachers' Mathematical understandings and their knowledge of the developmental stages of Mathematics. Teachers in all year levels create 'hands-on' activities and use manipulatives to deepen student understanding of Mathematical concepts. Teachers use student data to inform their planning and plan using the curriculum and the developmental stages of Numeracy to address any gaps in students' understandings. Teachers receive professional development with modelled lessons being provided through a consultant and coaching from Leaders.

### Achievement

#### Year 3 Naplan % of Students in Top 2 bands of Naplan

Lyndale Greens PS	Similar Schools	State Results
Number 39%	Number 29%	Number 45 %
Reading 46 %	Reading 39%	Reading 57%
Writing 57 %	Writing 42%	Reading 57%

**Year 5 Naplan % of Students in Top 2 bands of Naplan**

<b>Lyndale Greens PS</b>	<b>Similar Schools</b>	<b>State Results</b>
<b>Number</b> 51%	Number 19%	Number 32%
<b>Reading</b> 45%	Reading 24%	Reading 40%
<b>Writing</b> 26%	Writing 11 %	Reading 14%

**Year 3 – 5 Naplan % of Students with HIGH GAIN**

<b>Lyndale Greens PS</b>	<b>Similar Schools</b>	<b>State Results</b>
<b>Number</b> 63%	Number 25%	Number 25%
<b>Reading</b> 32%	Reading 20%	Reading 25%
<b>Writing</b> 47%	Writing 24%	Reading 24%

The significant work of our teachers, our collaborative practices across all curriculum areas, and the ongoing coaching and modelling from our school leaders to further develop teacher capacity and expertise through high quality, evidence based, teaching and learning programs in Literacy and Numeracy has been reflected in our outstanding Naplan results in Years 3 and 5.

An analysis of the 2018 Annual Report data demonstrates that, the 2018 Naplan results for Lyndale Greens Primary School, when compared to similar schools, shows our students are performing substantially above in Number, Reading and Writing in Years 3 & 5. In Year 3 Writing, LGPS is also well above State results. In Year 5, we are well above State results in Number, Reading and Writing. The percentage of students with high gain between Years 3 & 5 is significantly higher than State results in Number, Reading and Writing. Our 4 year average in in Year 3 & 5 Reading and Number showed Lyndale Greens Primary School is performing higher than similar schools over an extended period of years. This indicates the significant and focussed consistency in our teaching and learning practices, and our relentless focus on improving outcomes for our students. The development and implementation of our Instructional Frameworks in Reading, Writing and Number, along with our detailed planning documents have provided a sound platform for consistent teaching and learning practices across the school.

In 2019 we will continue to focus on building our teacher capacity through explicit and focussed professional development to further embed consistency of programs and assessment across the school.

As a school, we now need to develop consistency in the use of meta-language to analyse texts, and to develop a clear and explicit Scope and Sequence of grammar learning, Prep to Year 6. We will also continue to develop teachers' knowledge and confidence with teaching grammar through reading and writing at the word, clause and sentence level with increasing complexity. Whole school implementation of 'Fountas and Pinnell Literacy Continuum' guide to inform future teacher planning and practice. Further develop teachers' understanding of grammar learning in context, and their ability to plan for literacy learning with reference to the Literacy Teaching-Learning Cycle, including use of mentor and model texts.

Introduce Fountas & Pinnell Leveled Literacy Intervention (LLI) program to provide daily, intensive, small-group instruction, which supplements classroom literacy teaching. This would assist with turning struggling readers, who need intensive support, to achieve grade-level competencies in grades Prep through 6. It also provides strong support for students who are acquiring English as an additional language and are receiving classroom reading instruction in English.

In numeracy will we continue to develop teachers' Mathematical understandings and their knowledge of the developmental stages of Mathematics. Develop teachers' understanding of the 4 proficiencies of Mathematics through staff PD, professional reading and coaching specifically targeting Problem Solving. We enrolled our leaders

in the MAV (Mathematics Association Victoria) Mathematics 2 year leadership course to further build knowledge and understanding.

We continued to build leadership capacity across the school through the introduction of a new leadership program - Level Leaders.

We further embedded our coaching and modelling programs to support the consistency of teaching and learning practices across the school.

- Building the capacity of our leadership teams to deliver relevant curriculum that supports students' progress, regardless of their starting point, was another priority. We have identified the importance of teams in providing consistent best practice across the school through collaborating, moderating and analysing data, and through the provision of professional development to improve student outcomes.
- Succession planning will be part of building the capacity of others with high expectations of all stakeholders to plan and deliver a relevant curriculum program that challenges students to achieve their best.

## Engagement

Attendance continues to be a focus at Lyndale Greens Primary School. Our school results indicate our student attendance is

Attendance 2018						
Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
90%	93%	93%	92%	91%	92%	90%

In 2018 the average days of absence increased slightly in all year levels except for Years 3 & 5, which decreased their average days of absence. The year 6 absences increased significantly between 2017 and 2018 from 12.6 days absent in 2017 to 20.0 days absent in 2018. We note a significant improvement in the 'unapproved' absences when compared to the 2017 data. For example, Preps had an average of 8.6 days of unapproved absence in 2017, compared with 3.4 in 2018.

We have been more explicit when reporting to parents in the June and December reports about their child's attendance or absences, as well as regular newsletter items promoting attendance. School Council has also supported our two 'attendance excursions' which focused on students with 95-100% attendance being offered the opportunity to participate in a special excursion day to celebrate their high attendance.

In 2019

- Every class teacher and year level will be required to further monitor and track student attendance data.
- We will continue to address attendance through our newsletter, attendance brochures in every classroom etc. to highlight the importance of attendance and arriving at school on time.
- The Student Wellbeing teacher will continue to monitor absences and support families to improve attendance.
- All children to develop Learning Goals.
- Weekly awards for class with highest attendance and presented at assembly.
- At the end of each term, the classes with the best attendance go into a draw to have a special lunch and activity session.

## Wellbeing

Our student's (Year 4-6) positive endorsement (agree or strongly agree) on the Attitudes to School Survey for the following categories was extremely pleasing.

- 95% of students were positive about their attendance  
91% of students were positive about their sense of Inclusion  
79% of students were positive about the managing of bullying

92% of students were positive about the effective teaching Time  
96% of students were positive about their high expectations for success  
92% of students were positive about the effective teaching time

Our commitment to providing students with a calm and focussed learning environment continues to have an impact on our student connectedness and positiveness towards school. Our primary objective is provide our students with a caring, learning environment where each student feels valued and nurtured to attain the very best outcomes.

Lyndale Greens P.S. places a high value on student wellbeing and connectedness and has invested significant resources into implementing a whole school approach to student wellbeing. We have a funded Primary Welfare Officer who supports students and staff with engagement and wellbeing programs.

Our school has developed a Student Wellbeing and Engagement Policy, which details the school's approach and a range of ways to be proactive in supporting students in their social/emotional development. Individual Education Plans are also developed for all PSD children, Koori students and students deemed to be "at risk".

Throughout the year, our students have been involved in an extensive range of curriculum and extra-curriculum programs. All of the enrichment and extension programs are designed to foster learning growth and student engagement.

Some of the programs include:

- Intra-School Transition
- Ready-4-Prep (Foundation)
- Literacy and Numeracy Extension and Enhancement Programs
- Maths Olympiad Competition
- Attendance Excursions
- Marine Ambassador Program
- State Schools Spectacular
- Kids Teaching Kids Conference & Program
- Science Talent Search
- Robotics/App making
- Push Kart Program
- Book Week Activities & Parade
- Lunch Time Activities – Zumba, Board Games, Art, Maths, Storytime & Craft

The school implemented the 'Start-Up' program at the beginning of the year. The aim of the program is to introduce concepts and to develop strategies, lessons and activities which address the areas of personal learning, interpersonal development and thinking processes to help students effectively manage themselves. The 'Start Up' program establishes a positive tone across the school from the classroom through to the playground. The program fosters children working together, supporting one another and developing greater respect for themselves and others.

Our school has access to student support services. A speech pathologist and psychologist are at our school one day per week for therapy, assessments and to support our students and teachers. The school nurse completes health assessments for all Prep students.

## Financial performance and position

At the end of 2018, School Council had successfully managed school funds to meet the learning needs of students. The school continued to allocate resources to support student learning through Learning Intervention and Support Programs, Technical and CRT support and student wellbeing through additional ES and teaching staff. A surplus was recorded in the SRP due to sound management of the budget over the past years. Lyndale Greens Primary School will finance its Strategic Plan goals and targets by continued responsible management of its resources. The majority of the staff are employed in an ongoing basis and the school continues to allocate funding to develop and enhance their professional capacity. In 2018 as part of the schools ongoing commitment to developing the professional capacity of its workforce, almost \$40000 was allocated for staff professional development and employment of Literacy, Numeracy and Data coaches.

For more detailed information regarding our school please visit our website at  
[www.lyndalegreensps.vic.edu.au](http://www.lyndalegreensps.vic.edu.au)




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## 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

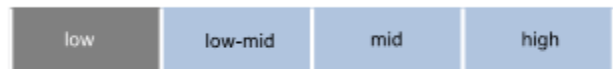
#### Enrolment Profile

A total of 550 students were enrolled at this school in 2018, 282 female and 268 male.

70 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: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Similar</p>

## Performance Summary

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




Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Higher</p> <p> Higher</p> <p> Higher</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> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</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"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>17%</td> <td>51%</td> <td>32%</td> </tr> <tr> <td>Numeracy</td> <td>6%</td> <td>31%</td> <td>63%</td> </tr> <tr> <td>Writing</td> <td>10%</td> <td>44%</td> <td>47%</td> </tr> <tr> <td>Spelling</td> <td>11%</td> <td>44%</td> <td>44%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>7%</td> <td>43%</td> <td>51%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	17%	51%	32%	Numeracy	6%	31%	63%	Writing	10%	44%	47%	Spelling	11%	44%	44%	Grammar and Punctuation	7%	43%	51%	<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 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>93 %</td> <td>93 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	93 %	93 %	92 %	91 %	92 %	90 %	<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										
90 %	93 %	93 %	92 %	91 %	92 %	90 %										

## 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>

# 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)

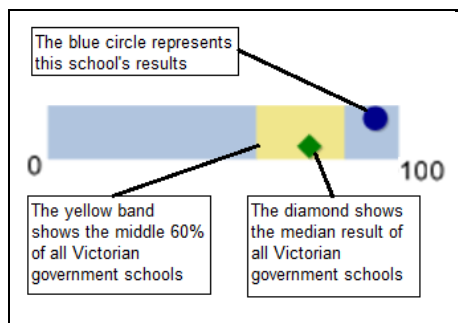
### Engagement

- 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).

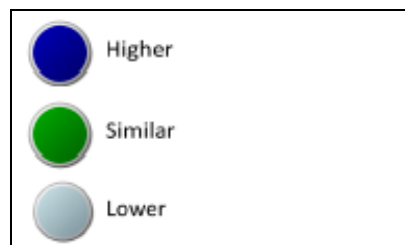


## What does *School Comparison* refer to?

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').