

# 2018 Annual Report to The School Community



School Name: Strathmore Primary School (4612)



- 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 Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 22 March 2019 at 05:31 PM by Peter Olm  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 25 March 2019 at 07:53 PM by Heidi Fitzpatrick  
(School Council President)

## About Our School

### School context

Established in 1944, Strathmore Primary School is located in a suburban street to the north-west of Melbourne and has a proud history and a reputation for providing a quality education. The school is located in the South Western Victoria Region and the school is a member of the Moonee Valley network of schools. The school has a range of buildings with active and passive outdoor spaces. School facilities include an administration block and staffroom, twenty-two classrooms, well-equipped specialist areas, a multi-purpose hall and a library. All spaces are heated and air-conditioned. The school has benefited from the Building the Education Revolution Program in the form of a library and six open learning spaces. The grounds are well established with attractive native gardens that will be further enhanced by the new building works that will conclude in the first half of 2019. There is a range of play areas for students including an adventure playground covered with shade cloth. Other areas include a large oval, basketball and netball courts, bat tennis courts, sandpits, passive play areas and cricket nets. In 2017, on-site work on the school's building project began, with the historical main building of the school being revamped internally along with the addition of a new administration block provide teaching and learning spaces. As of Term 1 2019, the renovations to the main building have been completed and the construction of a new sport stadium and purpose-built Visual Art and Music rooms is almost complete. The majority of the school's learning spaces are conducive to the implementation of flexible learning communities and this initiative is linked to the implementation of Professional Learning Communities as a school priority. The socio-economic profile of the school is high and the proportion of students with English as a second language is mid/high compared to the state. The enrolment is currently 481 students. The school attracts students from both our local community and the wider community as a result of our reputation as being a high-performing school. Strathmore Primary School aims to fully develop each young person academically, socially, emotionally and physically so they are well-adjusted students who perform to the very best of their ability in all areas. We believe this can be best achieved in a happy, caring, safe and stimulating environment with the mutual commitment, support and cooperation of teachers, parents, students and the wider school community. A culture of collegiality and professionalism is developing at Strathmore Primary. Professional Learning Teams have been established at all levels with recent changes strengthening the teaching and learning programs. Staff are further developing in the use of evidence and data to inform planning for student learning. Teachers have raised expectations of student learning and continue to target the students who require additional learning support and extension. Through acquisition of additional and latest ICT equipment and a BYOD program at Year 5/6 we are well equipped to embrace learning through high quality teaching and tools for students to reach their potential. The school implements a School Wide Positive Behaviour Support Framework (PBS) as a means to improve consistency of behaviour management and acknowledgement across the school.

### Framework for Improving Student Outcomes (FISO)

In 2018, Strathmore Primary School selected improvement initiatives from the FISO model as that were in line with the school's goals and learning intentions articulated in the School's Strategic Plan for 2018 to 2021. The school targeted the following areas for improvement:

- Building practice excellence
- The school continued to refine the process of professional learning teams (PLTs) in order to improve practice excellence and achieve improved learning outcomes for students. This included further consolidation with the use of the mentor text "Teaching Primary Mathematics" in order to become more effective in PLTs with teaching, learning, planning and assessment and working collaboratively on student achievement growth, intervention and extension in mathematics. The school also hosted a whole-school professional learning day as a platform to introduce the VCOP writing framework across the school. School Leadership and teaching staff worked on the implementation of VCOP throughout the year with a sequenced roll-out of the key components.
- The school developed and implemented an evidence-based Instructional Model which forms the basis of how each lesson is run at the school and enabling further refinement of instructional practices to improve student learning

- Curriculum planning and assessment
- The school further refined its Assessment Schedule and assessment platforms, including implementing digital version of PAT assessments for Maths and Reading as well as digital tracking of student achievement data across key areas of school assessments (e.g. benchmarking, Fountas and Pinnell, PAT, On-Demand, NAPLAN).
- The school engaged with an Education Improvement Leader to further investigate the depth of analysis and consistency in the use of running records as a key assessment across the whole school
  
- Building leadership teams
- Executive leadership focused upon developing the school's middle leadership, with a key catalyst being engaging with professional learning in the "Victorian PLC Initiative" and forming a School Improvement Team (SIT) of PLT Co-Ordinators
  
- Setting expectations and promoting inclusion
- The school further refined the School Wide Positive Behaviour Support Framework in order to address the setting of expectations and the promotion of inclusion.

### Achievement

In 2018, the school implemented the Victorian Curriculum across all learning areas. With regards to student achievement as measured by teacher judgments in English and Mathematics using the Victorian Curriculum, Strathmore Primary School performed well above the state median for students who were identified for working at or above the expected level of achievement. This is a similar result to other schools in the comparison group. This reflects the targeted approach of the school to implement Professional Learning Teams in order to continually improve the school's capacity to deliver a differentiated learning program that targets the needs of all learners and ensure that students are being both supported and extended and meeting the requirements of the Essential Learning curriculum. This priority has been supported by professional learning and coaching, which demonstrates the use of the school's resources to improve student outcomes. Year 3 and Year 5 NAPLAN results for 2018 demonstrate that the school is performing above the state median with regards to the number of students performing in the top three bands of NAPLAN for Reading and Numeracy, and this is particularly the case in Year 3, where the school result is well above the state average. The school is performing above the state median in these areas when looking at four-year average. In 2018, the school made significant improvement in NAPLAN Learning Gain from Year 3 to 5, with an increased number of students achieving High or Medium gain (and a reduced number of students achieving Low gain).

### Engagement

Student Engagement data shows that Strathmore Primary School is achieving an average of 92% or better attendance of all students across all year levels, which is similar to schools with students of like backgrounds and characteristics to our school and better than the state median. The school proactively monitors and manages student absence rates. The school achieved good results across the board on the Student Attitudes to School Survey in 2018 conducted with students in Year 4 to 6. The school has a comprehensive camping and excursions program that develops social skills, leadership, teamwork and independence as well as promoting a healthy lifestyle in a fun and engaging way. Direct experiences and excursions compliment the learning curriculum and inspire students to be curious and inquisitive learners. The current strategic plan has a focus on student voice; this will promote confidence and ownership of learning. Goal setting and high quality feedback are key components of engaging students in their own learning and these practices are embedded in the work of the teachers at Strathmore Primary School. At Strathmore Primary School learning is purposeful and enjoyable and is differentiated to cater for all levels and learning styles. Learning at Strathmore is a collaborative process that goes beyond the classroom and develops a child's ability to think creatively, critically and strategically. The school provides a safe and welcoming environment with a focus on valuing each child and providing inclusive

activities. ICT is an innovative tool used in student learning activities. A 'Bring Your Own Device' program has been implemented in the 5/6 area.

### **Wellbeing**

Student Wellbeing data indicates that Strathmore Primary School has achieved results similar to the state median in 2018 with regards to Connectedness to School and Management of Bullying as well as when making a comparison to similar schools. The school achieved good results across the board on the Student Attitudes to School Survey conducted with students in Year 4 to 6. Additionally, school based data tracking from yard duty and classrooms demonstrates a decrease in recorded behavioural incidents. In 2018 the school consolidated the implementation of the School Wide Positive Behaviour Framework. During 2018, the school's enrollment included close to 20 students who received additional funding through the Program for Students with Disabilities. The school implemented supports, including the employment of integration aides, and a focus on inclusion as a school value, in order to ensure that all students felt safe, happy, valued and included at school.

### **Financial performance and position**

The year concluded with the school recording a surplus of close to \$120,000. This reflects a surplus in both credit and cash aspects of the school's budget. The result represents effective workforce planning and management throughout the year.

Equity funding was used to support the role of members of leadership who worked with staff to support targeted approaches to ensure students who experience social disadvantage were engaged at school in terms of learning and social connection. This included the purchasing of resources to support student engagement groups. Funding in the Program for Students with Disabilities was used to employ integration aides and ensure that a school leadership role was in place to co-ordinate the program and deliver high-quality support for students with special needs.

Parents Club continued to be a successful source of fundraising for the school, with a targeted campaign around engaging community activities linked to fundraising and goals linked to buildings and grounds projects such as the provision of a new playground in 2019. Additionally, the school continued to receive voluntary contributions from parents to support the purchases of specialised resources and ICT equipment.

The school continued to progress with the building project, which was funded outside of the SRP by the Victorian State Government. The Project Control Group, along with School Council and the Buildings and Grounds sub-committee ensured that expenditure of the building project monies was accountable to the intent of the project and that effective decisions were made throughout the year to preserve the financial package to ensure as full a delivery of all design aspects as possible.

**For more detailed information regarding our school please visit our website at**

**<http://www.strathmoreps.vic.edu.au/>**

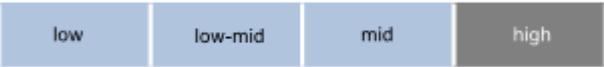
## Performance Summary

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  |  |
|---|--|
| <p><b>Enrolment Profile</b></p> <p>A total of 486 students were enrolled at this school in 2018, 236 female and 250 male.</p> <p>18 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>  |  |
| <p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>  |  |
| <p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p> |  |
| <p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</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>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p>  | <p> Similar</p> <p> Similar</p> |

## Performance Summary

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

| Achievement  | Student Outcomes  | School Comparison   |
|--|---|---|
| <p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p> | <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p> | <p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p> |
| <p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p> | <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p> | <p> Similar</p> <p> Lower</p> <p> Similar</p> <p> Similar</p>   |

## Performance Summary

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

| Achievement  | Student Outcomes   | School Comparison |      |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
|--|--|-------------------|------|--------|------|---------|-----|-----|-----|----------|-----|-----|-----|---------|-----|-----|-----|----------|-----|-----|-----|-------------------------|-----|-----|-----|---|
| <p><b>NAPLAN Learning Gain</b><br/>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>23%</td> <td>45%</td> <td>31%</td> </tr> <tr> <td>Numeracy</td> <td>14%</td> <td>50%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>19%</td> <td>56%</td> <td>25%</td> </tr> <tr> <td>Spelling</td> <td>16%</td> <td>58%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>10%</td> <td>57%</td> <td>32%</td> </tr> </tbody> </table> | Domain            | Low  | Medium | High | Reading | 23% | 45% | 31% | Numeracy | 14% | 50% | 36% | Writing | 19% | 56% | 25% | Spelling | 16% | 58% | 26% | Grammar and Punctuation | 10% | 57% | 32% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain   | Low  | Medium            | High |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Reading  | 23%  | 45%               | 31%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Numeracy   | 14%  | 50%               | 36%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Writing  | 19%  | 56%               | 25%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Spelling   | 16%  | 58%               | 26%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |
| Grammar and Punctuation  | 10%  | 57%               | 32%  |        |      |         |     |     |     |          |     |     |     |         |     |     |     |          |     |     |     |                         |     |     |     |   |

## 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><br/>           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="528 913 1018 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>94 %</td> <td>91 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>89 %</td> </tr> </tbody> </table> | Prep             | Yr1               | Yr2  | Yr3  | Yr4  | Yr5  | Yr6 | 94 % | 91 % | 92 % | 93 % | 92 % | 93 % | 89 % | <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  |     |      |      |      |      |      |      |      |   |   |
| 94 %  | 91 %             | 92 %              | 93 % | 92 % | 93 % | 89 % |     |      |      |      |      |      |      |      |   |   |

## 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><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></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><b>Results: 2018</b></p>  <p><b>Results: 2017 - 2018 (2-year average)</b></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

| Revenue                        | Actual             |
|--------------------------------|--------------------|
| Student Resource Package       | \$3,616,382        |
| Government Provided DET Grants | \$451,565          |
| Government Grants Commonwealth | \$7,555            |
| Revenue Other                  | (\$1,387)          |
| Locally Raised Funds           | \$347,280          |
| Capital Grants                 | \$45,864           |
| <b>Total Operating Revenue</b> | <b>\$4,467,259</b> |

| Equity <sup>1</sup>          |                 |
|------------------------------|-----------------|
| Equity (Social Disadvantage) | \$20,991        |
| <b>Equity Total</b>          | <b>\$20,991</b> |

| Expenditure                           |                    |
|---------------------------------------|--------------------|
| Student Resource Package <sup>2</sup> | \$3,528,658        |
| Books & Publications                  | \$5,346            |
| Communication Costs                   | \$6,052            |
| Consumables                           | \$54,925           |
| Miscellaneous Expense <sup>3</sup>    | \$340,802          |
| Professional Development              | \$15,323           |
| Property and Equipment Services       | \$250,468          |
| Salaries & Allowances <sup>4</sup>    | \$58,695           |
| Trading & Fundraising                 | \$46,706           |
| Travel & Subsistence                  | \$255              |
| Utilities                             | \$40,763           |
| <b>Total Operating Expenditure</b>    | <b>\$4,347,990</b> |
| <b>Net Operating Surplus/-Deficit</b> | <b>\$119,269</b>   |
| <b>Asset Acquisitions</b>             | <b>\$0</b>         |

### Financial Position as at 31 December, 2018

| Funds Available               | Actual           |
|-------------------------------|------------------|
| High Yield Investment Account | \$65,776         |
| Official Account              | \$7,029          |
| Other Accounts                | \$28,334         |
| <b>Total Funds Available</b>  | <b>\$101,138</b> |

| Financial Commitments                    |                  |
|--|------------------|
| Operating Reserve                        | \$10,000         |
| Provision Accounts                       | \$524            |
| Funds Received in Advance                | \$26,644         |
| School Based Programs                    | \$8,318          |
| Beneficiary/Memorial Accounts            | \$7,206          |
| Funds for Committees/Shared Arrangements | \$38,817         |
| Capital - Buildings/Grounds < 12 months  | \$9,630          |
| <b>Total Financial Commitments</b>       | <b>\$101,138</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)

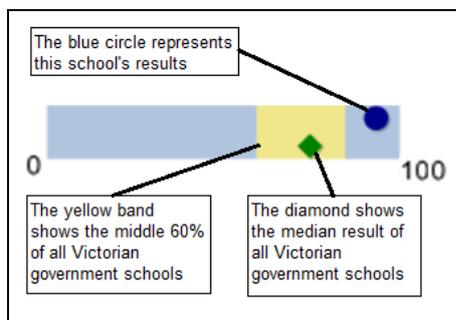
### Engagement

- 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).

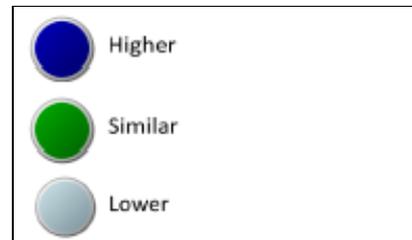


## What does *School Comparison* refer to?

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').