

2019 Annual Report to The School Community



School Name: Hallam Primary School (0244)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 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 09 March 2020 at 05:35 PM by Julie Macfarlane (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 10 April 2020 at 06:46 PM by Lisa Haisila (School Council President)

About Our School

School context

Hallam is located in the south eastern suburbs of Melbourne, approximately 37 kilometres from the Melbourne Central Business District, between Dandenong and Berwick. Hallam Primary School is situated within one of the most culturally diverse communities in the City of Casey.

2019 school data indicates that the fluctuating enrolment of around 420 students was inclusive of almost forty languages other than English, around 73% Language Background other than English (LBOTE); 3.7% identified as non-English speakers; 46.1% of students were male; 35.9% were female; 8.7% were refugees; 3.2% had a disability; around 2.2% had an indigenous background; 3.2% were 'at risk' and, for each year level cohort, between 18-40% were foreign-born students. Hallam Primary School is identified as a low-SES, high-disadvantage school with a Student Family Occupation Education (SFOE) Index around 0.57 and an Index of Community Socio-Education Advantage (ICSEA) around 950 (av. 1000).

The effectiveness of wellbeing, teaching and learning programs at Hallam Primary School is positively reflected in the data compiled for the 2019 School Review, and in the 2019 Centre for Independent Studies 'Overcoming the Odds: A study of Australia's top-performing disadvantaged schools' Research Report, but is continuously challenged by:

- the increasingly complex personal circumstances of students and families and the escalating impact on student wellbeing
- the extent and diversity of the school's multi-cultural community, Language Backgrounds Other Than English and English as an Alternative Language, particularly where students do not/are not encouraged to communicate in English beyond the school
- the disruption to students' learning progress as a consequence of absenteeism, extended overseas holidays and high mobility
- the need for students and parents/carers to more effectively engage with understanding learning expectations, learning strategies and learning achievements.

Hallam Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Hallam Primary School recognises the importance of the partnership between our school, students and parents/carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.

Hallam Primary School's vision is to provide, in partnership with students and parents/carers, a supportive and engaging learning environment that promotes the development of learners with the skills, knowledge and values to respond effectively to a rapidly changing, complex world. Hallam Primary School's mission is to ensure a high-quality and coherent Foundation to Year 6 learning and development program to build the capability of every student. Hallam Primary School's objective is to ensure all students leave our school as prepared as possible for the next phase of their education.

Hallam Primary School acknowledges that the behaviour of staff, parents/carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school. The school values of trust, persistence, learning for success, positive partnerships, mutual respect and environmental awareness are consistently fostered.

The Hallam Primary School Statement of Values sets out the behavioural expectations of all members of the Hallam Primary School community, including the principal, all school staff, parents/carers, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building a safe and respectful school community. The Statement of Values acknowledges that parents/carers and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together. Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour is unacceptable and will not be tolerated in

this school.

The Foundation-10 Victorian Curriculum provides the basis for students' learning programs at Hallam Primary School. Lifting students' performance in literacy and numeracy is a constant learning and teaching focus. We regard our students' literacy and numeracy in English as an investment in Australia's future intellectual and social capital. MAPPEN supports the planning of transdisciplinary units of investigation, and specialist programs in The Arts, Science, Digital Technologies (coding and robotics), Physical Education and the Stephanie Alexander Kitchen and Garden further extended students' engagement with learning. School personnel recognise that students' wellbeing and equity of access is integral to the maximization of personal learning growth and development.

Hallam Primary School provides opportunities for staff to refresh core pedagogical knowledge and skills, particularly in relation to successful, existing programs, such as VCOP & Big Write, DiPL, etc., while concurrently expanding and embedding new knowledge and skills such as Fountas & Pinnell Reading and Intervention programs and the Orton Gillingham approach, within the school. External and internal professional development is undertaken, while different programs and initiatives are investigated in relation to how they would 'value add' to Hallam Primary School's existing programs and approaches. The process of extensive professional research, consultation and evaluation of 'value adding' has been an important strategy over many years in building improvement at Hallam Primary School.

In 2019 the focus of the work at Hallam Primary School included:

- 2019 Annual Implementation Plan
 - To improve students' Reading performance
 - To improve students' learning performance in Mathematics
 - To empower students to take further ownership and responsibility for their learning
 - To promote the 'growth mindset' and 'mindfulness'; both essential to students' health, wellbeing, learning and development
 - To effectively allocate resources (human, financial, time, space and materials) to continue the school improvement plan.
- 2016-2019 School Strategic Plan - School Review
- OHS Compliance Audit
- Preparations for a 2020 Permanent Modular Building Project
- Preparations for a 2020 School Council Financial Assurance Audit

In 2019, 19 classes comprising three Foundation, five Years 1-2, five Years 3-4 and six Years 5-6 operated at Hallam Primary School. Staff comprised 46 personnel including a Principal and Assistant Principal (Wellbeing), 27 Teachers (27.4 EFT) and 17 Education Support (10.5 EFT) including a fulltime TSS/Technician, 1.4 Business Managers, Classroom Aides, a Kitchen Expert and a Garden Expert, a Breakfast Club Coordinator and Playgroup Organisers. All teaching personnel provided evidence of VIT Registration and ES personnel provided evidence of satisfactory WWCC, compliant with VRQA and DET requirements. The school's organisational design incorporates multi-level teams and committees operating to effectively manage all wellbeing, curriculum, assessment and reporting requirements. Teams and committees undertake effective, professional communications within and between all levels of the school, from the classroom to School Council, for the express purpose of improving students' wellbeing, learning achievements and life-long learning opportunities.

Framework for Improving Student Outcomes (FISO)

The FISO improvement initiatives and Key Improvement Strategies focus in 2019 continued to be:

- Excellence in Teaching and Learning-Curriculum Planning and Assessment
- Positive Climate for Learning-Empowering Students and Building School Pride
- Strategic Resource Management (previous SSP model)

The 2019 Hallam Primary School Review Report indicates that when assessed against the FISO Continua of Practice for School Improvement, Hallam Primary School was 'Embedding' in all FISO priorities/dimensions, with the only exceptions being Positive Climate for Learning-Empowering Students and Building School Pride and Community

Engagement in Learning-Parents and Carers as Partners, which were 'Evolving'. Following the 2019 Review process, Hallam Primary School Council has endorsed a new 2020-2023 School Strategic Plan.

Achievement

The 2019 Hallam Primary School Review Report indicates that performance expectations against each of the five goals and targets of the 2016-2019 School Strategic Plan were 'met'. 2019 NAPLAN data indicated high relative growth, from Year 3 to Year 5, in relation to both the Reading and Mathematics achievement goals and targets.

Investment continues to be made in literacy and numeracy resources and professional practice, particularly in relation to 'up-skilling' personnel new to Hallam Primary School. This includes alignment of professional practice in the implementation of existing programs which have proven effective in supporting students' learning growth, access to professional reference materials, training in the Orton Gillingham approach to literacy learning for classroom teachers and aides and embedding the use of the Fountas and Pinnell Reading and Intervention programs which were introduced in 2018.

Individual Learning Plans are developed for students regarded as 'at risk' as well as students achieving above expectations, and monitored in consultation with relevant stakeholders. Goals are reviewed each term as part of Student Support Group meetings.

The 2020-2023 School Strategic Plan will continue Hallam Primary School's focus on literacy, with a particular focus on Writing, with the intent to increase matched cohort learning growth and reduce below benchmark learning growth.

Engagement

Hallam Primary School continued to provide a comprehensive and engaging curriculum based on the Foundation-10 Victorian Curriculum, including specialised programs in Physical Education, Science, Design and Digital Technologies (coding and robotics), the Arts, Auslan and the Stephanie Alexander Kitchen and Garden programs. Hallam Primary School provides a guaranteed and viable curriculum for continuing improvement using MAPPEN to plan transdisciplinary units of investigation. There is a strong focus on the individual learning at their point of need, and the use of data to differentiate learning, to further enhance students' engagement and attendance.

The classroom learning environment is ICT-rich with a 1:1 ratio of devices to students, including access to both PC and Apple platforms from Prep to Year 6. In Design Space, Prep to Year 6 students learn coding and robotics, interacting with a variety of software and equipment including 3D printers, Virtual Reality, Lego Robotics, Dash and Dot and NAO humanoid robots.

There is a range of student leadership roles, including Student Leadership Team membership. Potential student leaders and monitors are coached and trained to undertake their roles, and participate in a range of leadership opportunities throughout the year.

Hallam Primary School has high expectations in relation to regular attendance at school. Absenteeism is closely monitored by class teachers and overseen by the Assistant Principal. 2019 data indicates that Hallam Primary School had a lower percentage of absenteeism across all year levels than 'Similar schools', 'Network' and 'State'.

The Year 5 Attitude to School Survey (AtoSS) data indicated an overall improvement in the percentage positive endorsement in relation to the 'stimulating learning' factor goal and target. The Year 5 Attitude to School Survey (AtoSS) data also indicated an increase in the percentile ranking comparisons for the period 2017-2019 in relation to the 'school connectedness' factor goal and target.

Wellbeing

Many students enter Hallam Primary School developmentally vulnerable, based on AEDI data and a range of 'risk' attributes. A structured, inclusive learning environment balances explicit teaching with inquiry, and provides a range of

experiences to enrich all students' learning.

Hallam Primary School has continued to cater for students' wellbeing by implementing whole school programs around behaviour management using Restorative Practices, Assertive Discipline, Respectful Relationships strategies, BeYou and e-Smart. The Assistant Principal's role is comprehensively allocated to student wellbeing, supporting coordination of ancillary personnel and working with Education Support staff to further strengthen wellbeing outcomes. The school has effective student management protocols, with the perception of a 'safe and secure environment' endorsed by student leaders.

Education Support personnel work with students in various classrooms, and implement individual and small-group, follow-up programs developed by therapists. Speech pathologists, psychologists, an occupational therapist and a teacher for the hearing impaired provide additional, specialised therapeutic advice and support to staff and students at Hallam Primary School, designed to maximise students' developmental and academic growth to improve future opportunities.

In 2020, all staff will undertake Respectful Relations and CUST professional development to further enhance wellbeing at Hallam Primary School. Work will also be undertaken to further develop students as self-motivated and self-regulating learners.

Financial performance and position

Hallam Primary School Council has been effectively and efficiently managing the funds it receives through the Student Resource Package over many years. Understandably, expectations of locally raised funds from within a low-SES, disadvantaged school community are kept to a minimum. School Council's financial management ensures that Hallam Primary School does not go into a deficit situation as a consequence of staffing and program commitments being negatively impacted by fluctuating enrolments, is able to maintain class sizes as low as possible, can provide equity of access to a 1:1 program for students, has ongoing capacity to provide students and staff with high-quality learning and teaching resources to support Victorian Curriculum expectations, can support the provision of a full time TSS/Technician, a Speech Pathologist, an Occupational Therapist, the Stephanie Alexander Kitchen and Garden experts and a Breakfast Club coordinator, and can appropriately maintain and upgrade school facilities.

Hallam Primary School Council has continued to budget for annual investment in the school's curriculum programs and, in particular, literacy and numeracy resources, and the digital resources supporting equity of access to contemporary devices for students. PC and Apple platforms are used by students from Foundation to Year 6 and all students learn coding and robotics, further enhancing their digital literacy. All students in Years 3-6 have a notebook allocated for their individual work during school hours.

Hallam Primary School Council had allocated funds to a major landscaping program in 2019. The announcement of a Permanent Module School Building project for Hallam Primary School necessitated this being put 'on hold' pending completion of the building project at the end of 2020.

The Hallam Primary School Review Report states that 'the effective allocation of all available resources' to support the goals and targets of the 2016-2019 School Strategic Plan, compliant with Department of Education requirements, was 'met'. School Council's governance and financial practices were thoroughly examined during a 2020 School Governance Financial Audit.

For more detailed information regarding our school please visit our website at <https://hallam-ps.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 400 students were enrolled at this school in 2019, 177 female and 223 male.

63 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	83.0	85.8	79.2	92.0

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	78.9	79.5	68.5	87.9

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

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	78.7	89.7	81.7	95.0	Below
Mathematics	75.7	90.3	81.8	95.8	Below

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	81.5	76.5	60.0	90.0	Above
Year 3	Numeracy (latest year)	68.5	67.7	50.0	84.6	Above
Year 5	Reading (latest year)	48.5	67.6	50.0	83.1	Below
Year 5	Numeracy (latest year)	36.4	59.3	41.2	76.4	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	65.5	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	58.6	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	50.2	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	54.6	56.3	40.7	71.7	-

NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 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 student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	21.6	54.9	23.5
Numeracy	19.6	51.0	29.4
Writing	33.3	47.1	19.6
Spelling	19.6	52.9	27.5
Grammar and Punctuation	9.8	39.2	51.0

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	13.6	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	13.1	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	93	92	94	92	94	94	94

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	80.4	80.9	71.8	88.9	Similar
Percent endorsement (3 year average)	83.1	81.4	73.9	88.1	-

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	82.6	81.6	72.2	90.0	Above
Percent endorsement (3 year average)	82.0	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$3,640,060
Government Provided DET Grants	\$972,386
Government Grants Commonwealth	\$9,490
Government Grants State	\$0
Revenue Other	\$69,113
Locally Raised Funds	\$190,724
Capital Grants	\$0
Total Operating Revenue	\$4,881,773

Equity ¹	Actual
Equity (Social Disadvantage)	\$704,387
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$704,387

Expenditure	Actual
Student Resource Package ²	\$3,596,085
Adjustments	\$0
Books & Publications	\$0
Communication Costs	\$3,401
Consumables	\$151,072
Miscellaneous Expense ³	\$333,186
Professional Development	\$58,223
Property and Equipment Services	\$302,482
Salaries & Allowances ⁴	\$200
Trading & Fundraising	\$34,211
Travel & Subsistence	\$0
Utilities	\$40,698
Total Operating Expenditure	\$4,519,559
Net Operating Surplus/-Deficit	\$362,214
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$2,353,253
Official Account	\$13,419
Other Accounts	\$0
Total Funds Available	\$2,366,672

Financial Commitments	Actual
Operating Reserve	\$144,036
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$94,645
School Based Programs	\$75,631
Beneficiary/Memorial Accounts	\$200
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$565
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$612,578
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$85,128
Asset/Equipment Replacement > 12 months	\$577,409
Capital - Buildings/Grounds > 12 months	\$711,358
Maintenance - Buildings/Grounds > 12 months	\$65,123
Total Financial Commitments	\$2,366,673

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for Teacher Judgements against the curriculum
 - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement

- student attendance and engagement at school, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

WHAT IS THE VICTORIAN CURRICULUM?

The Victorian Curriculum F-10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').