

2018 Annual Report to The School Community



School Name: Lake Bolac College (0854)



- 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 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 23 April 2019 at 05:44 PM by Giselle Allgood
(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 23 April 2019 at 06:24 PM by Julia Dawes (School
Council President)

About Our School

School context

Our vision is to support and challenge individuals to have a passion for learning, strive to do their best and to be friendly and happy. Through the commitment of staff, hard work of students and the support of our community we have once again made this vision a reality. For a small rural school we continue to provide big opportunities for students and maintain a focus on high academic achievement. We have maintained a broad range of programs to meet the diverse needs and interests of our students including running both VCE and VCAL pathways through to year 12. We have further developed a positive and friendly school environment through the establishment of our cross aged mentor group program and participation in the Respectful Relationships initiative.

Framework for Improving Student Outcomes (FISO)

To ensure that student outcomes continue to improve our teaching staff have focused on two areas this year. The first area is excellence in teaching learning through a concentration on curriculum planning and assessment. We have extended and revisited the 'I Can' statements in our 'Guaranteed and Viable Curriculum' to ensure they remain current with outcomes of the Victorian Curriculum and the learning needs of our students. Reporting of student progress against the 'I Can' statements is a continual process shared between teachers and students. Individual Learning Plan meetings between students, families and the school are conducted four times per year to ensure that goals are being made and targets are met. We have continued to foster the building of school pride and student empowerment. This has been achieved through student leadership, which is at the core of many activities of the College, including sports, performances, assemblies, formal occasions and our extensive Wellbeing program.

Achievement

Our core business is centered on ensuring that our students make high levels of academic growth, with a particular focus on English and Mathematics. We have continued to focus on high quality resourcing of this area by providing ongoing training and support for staff through Professional Learning Communities (PLC), professional development opportunities and the purchasing of school resources. Two staff were trained in 'Literacy Leaders for Networks' and have begun implementing best practice for literacy teaching and learning by rolling out the training across the school. The individual progress of every student is tracked and mapped against the Victorian Curriculum using our 'I Can' statements. Evidence of learning for individual students is then triangulated with data from NAPLAN and PAT testing to accurately assess the future needs and current growth level of the student. It was rewarding to see a high proportion of our students achieving medium to high growth across all areas of NAPLAN which correlates well with the growth attained by students in all subjects as reported in 'I Can' statements. The school recognised achievements of students through weekly awards and with significant awards at the end of year Presentation Day. A strong focus on achievement in literacy and numeracy will be continued in 2019 with the appointment of two Acting Learning Specialists in both of those areas.

Engagement

As well as performing academically we want our students to be engaged in their learning. Over the course of the year, we focused on providing a wide range of engaging activities to cater for a broad spectrum of interests. This included sports and a wide selection of camps, excursions and incursions. The camps program provided opportunities for students to stretch their experiences, often outside of their comfort zone. From Foundation students sleeping over at school through to students in Years 7-10 attending sailing camp and VCE students attending excursions relating to their chosen subjects, there were ample opportunities to enrich learning and cultural experiences. The school has continued to immerse students in learning through the Arts, with instrumental music lessons, Art classes, displays and workshops as well as a fabulous school production. Sport has been offered extensively and students have plenty of opportunity to be active and involved in game based activity. These activities are scheduled across the course of the year to promote rich and engaging learning

experiences across the year. The year culminated with a student organised 'Family Fun Day', providing an opportunity for families and community members to engage with our school community in a fun, student led activity.

Student attendance has been a focal point for the year and was followed up daily to ensure accurate data collection and information.

Wellbeing

There was a strong focus on our Wellbeing program over the course of 2018, with refinement of the existing mentor groups to explore our school values of Achievement, Respect and Resilience. Our Wellbeing team led the planning and implementation of Respectful Relationships across the school. Justin Coulson was engaged by the school community to provide sessions on boosting wellbeing and relationships. These sessions were specifically tailored to parents, students, teachers and school leaders in a range of workshops. Every term the school had a day with a Wellbeing focus. On these days the students were provided with activities that encourage happiness and connectedness to school. Mentor Groups allowed students to develop positive relationships around getting along, help seeking and leadership in a small group setting. We will continue a strong focus in this area in 2019, with the appointment of an Acting Learning Specialist in Wellbeing.

Financial performance and position

The school took a conservative approach to expenditure, resulting in a surplus of \$65,823. This was to ensure financial viability into the future with respect to possible changes to staffing or unexpected maintenance.

Simultaneously we focused a large portion of spending on Literacy and Numeracy, with the adoption of Maths Pathways, staff professional development and ICT equipment to support learning.

The Gallery area was rejuvenated as a whole school learning area and space for events and special occasions.

We injected significant funding into Wellbeing initiatives, including the Justin Coulson workshops, Wellbeing Days and the employment of a full time Wellbeing staff member.

Equity funding of \$103,454 was used for intervention programs, camps, excursions and to assist students at risk by funding VET courses, ICT equipment and Distance Education programs. A portion was attributed to the appointment of a Leading Teacher with a Wellbeing and Engagement focus.

Sports equipment was refreshed across the school, to provide a wide range of suitable equipment for both recreational and safety programs.

Building maintenance included installation of heating/cooling, painting, flooring, plumbing, removal of trees and playground mulch.




For more detailed information regarding our school please visit our website at
www.lakebolacc.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 Pri/Sec Schools:  Results for this school:  Median of all Victorian Government Pri/Sec Schools: 

School Profile

Enrolment Profile

A total of 98 students were enrolled at this school in 2018, 51 female and 47 male.

ND were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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



School Staff Survey




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





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



(Primary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

(Primary Year Levels)

Performance Summary

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

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

(Primary Year Levels)




Performance Summary





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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain 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 Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>63%</td> <td>13%</td> </tr> <tr> <td>Numeracy</td> <td>0%</td> <td>75%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>50%</td> <td>38%</td> </tr> <tr> <td>Spelling</td> <td>0%</td> <td>25%</td> <td>75%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>13%</td> <td>63%</td> <td>25%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	25%	63%	13%	Numeracy	0%	75%	25%	Writing	13%	50%	38%	Spelling	0%	25%	75%	Grammar and Punctuation	13%	63%	25%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	25%	63%	13%																							
Numeracy	0%	75%	25%																							
Writing	13%	50%	38%																							
Spelling	0%	25%	75%																							
Grammar and Punctuation	13%	63%	25%																							

(Primary Year Levels)

Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</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>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>91 %</td> <td>94 %</td> <td>89 %</td> <td>89 %</td> <td>92 %</td> <td>88 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	91 %	94 %	89 %	89 %	92 %	88 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Lower</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	91 %	94 %	89 %	89 %	92 %	88 %										

(Primary Year Levels)




Performance Summary





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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</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>○ Lower</p> <p>○ Lower</p>
<p>Students Attitudes to School - Management of Bullying</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>○ Lower</p> <p>○ Lower</p>

(Secondary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

(Secondary Year Levels)

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>		<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>		<ul style="list-style-type: none"> Higher Similar Similar Higher

(Secondary Year Levels)

Performance Summary






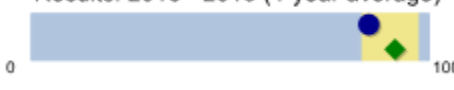


Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & 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 year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p>No Data Available</p> <p>No Data Available</p>
<p>Students in 2018 who satisfactorily completed their VCE: N/A Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: N/A VET units of competence satisfactorily completed in 2018: N/A Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: N/A</p>		

(Secondary Year Levels)

Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</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>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>91 %</td> <td>77 %</td> <td>NA</td> <td>73 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	91 %	77 %	NA	73 %	93 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	91 %	77 %	NA	73 %	93 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p> <p>No Data Available</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

(Secondary Year Levels)

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</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> Higher</p>
<p>Students Attitudes to School - Management of Bullying</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> Higher</p> <p> Higher</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$1,897,961	High Yield Investment Account	\$26,679
Government Provided DET Grants	\$371,565	Official Account	\$14,788
Government Grants Commonwealth	\$7,696	Total Funds Available	\$41,467
Government Grants State	\$426		
Revenue Other	\$36,937		
Locally Raised Funds	\$48,763		
Total Operating Revenue	\$2,363,348		
Equity¹			
Equity (Social Disadvantage)	\$94,954		
Equity (Catch Up)	\$8,500		
Equity Total	\$103,454		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,797,852	Operating Reserve	\$10,000
Communication Costs	\$13,336	School Based Programs	\$31,467
Consumables	\$84,886	Total Financial Commitments	\$41,467
Miscellaneous Expense ³	\$61,977		
Professional Development	\$37,199		
Property and Equipment Services	\$227,939		
Salaries & Allowances ⁴	\$21,107		
Trading & Fundraising	\$4,718		
Travel & Subsistence	\$1,945		
Utilities	\$46,566		
Total Operating Expenditure	\$2,297,526		
Net Operating Surplus/-Deficit	\$65,823		
Asset Acquisitions	\$0		

(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)

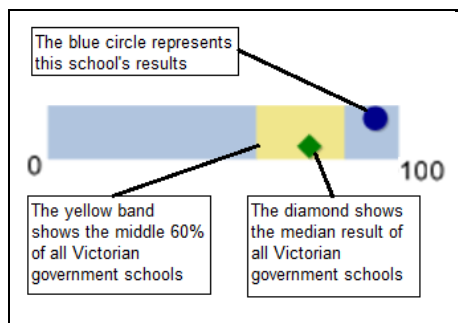
Engagement

- 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).

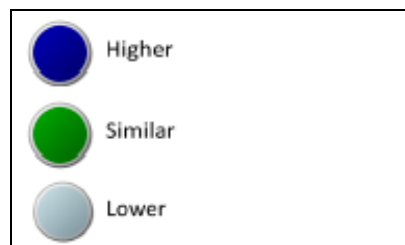


What does *School Comparison* refer to?

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').