

2018 Annual Report to The School Community



School Name: Kurunjang Secondary College (8718)



- 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 12 March 2019 at 04:06 PM by Yanni Mitsinikos
(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 19 March 2019 at 12:44 PM by Josephine Axiag
(School Council President)

About Our School

School context

Kurunjang Secondary College was founded in 1986 and is located in the township of Melton, thirty-five kilometres west of Melbourne. It is a coeducational secondary college with a student population of 830 students in 2019. Kurunjang's curriculum from Years 7 to 10 is designed around the Victorian Curriculum (Vic. Curric.) and at Years 11 and 12 the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). Vocational Education and Training (VET) programs are available from Year 10. We pride ourselves on being a well organised and well managed school that is strategic in its thinking, planning, and implementation of curriculum programs.

At Kurunjang Secondary College we believe all students can learn and, to facilitate this, our mission is to be an exemplary and inclusive learning community fostering achievement and growth in learning. Using 21st century approaches, we provide students with the means to achieve their potential and we challenge our students to grow academically, socially, culturally and emotionally. Collaboration and positive relationships are at the core of all our work.

As a community, our shared vision is to achieve success for our community through respect, responsibility and collaboration. Our agreed set of values allow all members of the college community to demonstrate the values of Respect, Achievement and Responsibility. We meet the needs of students in each year level and area through a positive attitude, knowing each student well and having a comprehensive and engaging curriculum program. Our motto of 'Learn, Grow, Achieve Together' underpins the way we work with all members of our community. All teachers at Kurunjang Secondary College actively work to develop their professional capacity to provide the best possible learning experience for our students.

The demographics of the Shire of Melton are reflected in our cohort. Melton is a low socioeconomic area which is evident in our school community. The college received equity funding for more than half of its students in 2018. Melton is also a growing community and this is reflected in the school's student population, which has increased from 708 in 2014 to 830 this year.

The Leadership Team of the college consists of a Principal, 3 Assistant Principals and 11 Leading Teachers, Learning Area Leaders, Student Management and Student Support Leaders. Our Leadership Team leads and oversees the implementation of our AIP with a focus on our FISO priorities.

In February of 2018, the college had 62.2 Teaching Staff as well as 24.9 EFT non-teaching staff to support its programs.

In 2018, the college community completed the first year of its new Strategic Plan. The college has an agreed learning framework in place as well as a focus on expanding the AVID strategies school wide through professional development and collaboration. The priority of improving Literacy, Numeracy and VCE/VCAL outcomes has continued with attention placed on consistency and high expectations.

At a wider community level, Kurunjang Secondary College works cooperatively with other schools and educational providers within the Melton district to ensure that the educational needs of all students are met by the provision of a range of educational pathways. We are the lead school of the Western Edge VET Cluster; we also provide students with alternate educational settings and reengagement settings such as CaLM, FLIP and Djerriwarrah Community VCAL.

Framework for Improving Student Outcomes (FISO)

Kurunjang Secondary College has chosen to focus on the three Improvement Priorities-

Excellence in Teaching and Learning- Building practice excellence. Areas of specific focus will include building practice excellence, curriculum planning and assessment, evidence based high impact teaching strategies and evaluating impact on learning.

Professional Leadership- Building leadership teams. Areas of specific focus will include building leadership teams, instructional leadership, strategic resource management and vision, values, and culture. 2019, will feature a continued focus on the development and implementation of the PLT Framework, continued focus on curriculum planning and assessment with an emphasis on differentiation and scaffolding. A major focus will be on the consolidation of our new student management school structure that better supports student connectedness, wellbeing, and the monitoring and intervention of student learning and pathways. A greater emphasis on organisational climate and developing professional leadership will continue to be prioritised.

Community engagement in Learning- Parents and Carers as partners. Areas of focus will include the embedding of the School Wide Positive Behaviours consistently in each classroom and the school community. In 2018, the college revisited its mission, vision, and values. In 2019 the work of the college will be to embed this work into our day-to-day interactions and expectations. The new vertical team structure, with an emphasis on consistency and sense of collective ownership by school community/stakeholders, will continue to provide better opportunities to develop positive relationships and better communication, and the better opportunities to celebrate success. It will also provide more opportunities for student leadership and student voice to influence learning.

Achievement

Reading and Numeracy results in Year 9 NAPLAN in 2018 are similar to other comparable schools. Teacher judgements in English indicate that our students are similar to other comparable schools in reading and viewing as well as writing and lower in speaking and listening. In Mathematics, Teacher judgements indicate that our students are similar to other comparable schools in measurement and geometry as well as in statistics and probability and higher in number and algebra. The Kurunjang Literacy Program in 2018 showed significant improvement for our Year 7, 8 and 9 students when tested with effect size gains way above expectations. VCE results also showed an improvement from the previous year and are now similar to other comparable schools.

The focus on teaching and learning practices continues to be at the forefront of our professional learning. Most teachers of the college are AVID trained teachers using the Writing, Inquiry, Collaboration, Organisation and Reading (WICOR) as well as High Impact Teaching Strategies (HITS) in their classes. The analysis of data supports teachers and leaders to focus on specific improvement measures across the college. Teachers continue to work in Professional Learning Teams (PLTs) with consultants and coaches available to improve their lesson planning and delivery.

In 2019 we are continuing to focus and further improve our student learning outcomes through the following initiatives and strategies:

- VCE Improvement Plan consolidated with actions which included an analysis of VCE data that supports the development of action plans for individual teachers and school based processes.
- Professional Learning Teams (PLTs) meeting regularly to help focus on the documentation and delivery of lessons using the ELF template, formative assessment practices and both the WICOR and HITS strategies. Teachers will continue to work in teams underpinned by the DuFours Principles with a focus on improving writing across all year levels.
- Regular monitoring and support for staff in the delivery of the Literacy Program across Years 7, 8 and 9.
- Numeracy teams to continue to meet and work on curriculum documentation and an effective and consistent learning approach in year 7 to 10 classes. We will continue working with a consultant and coach to develop the Project Based Learning within our curriculum.
- The use of a range of data from our assessments to inform teacher practice.

Engagement

Our focus on improving attendance over the past four years has continued with student absences approximately 10% across the year levels. Parent survey results were lower to last year's and generally show an irregular trend over the past four years. The small number of parents returning the surveys do not enable the data to have a high degree of accuracy. Student Behaviour and Peer Connectedness are also similar to last year. The Student Attitudes to School Survey data have shown some improvement from 2017 to 2018 but there is still room for improvement.

Our staff has continued using the Ready to Learn protocols, to support all students in being well prepared, punctual and showing a positive attitude. The work on developing engaging lessons through the ELF and WICOR strategies has seen a shift in improved participation of our students across each year level. Data analysis and specific actions to help improve differentiation in the classes, have been the work of PLTs.

For the last few years the college has been using the School Wide Positive Behaviour (SWPB) framework and has introduced the agreed School Wide Positive Behaviour Matrix to guide its implementation. Our work from 2018, where we revisited our Vision and Values, will impact the work of our SWPB framework in 2019 as we revisit our matrix for both students and staff.

The Student Leadership Program and Student Voice continues to be enhanced and expanded, with more students involved in a number of programs and several ceremonial events implemented. Our after school homework support program, Study Hall, has continued to support students in their learning and has helped them with their organization and study habits.

In 2019, to further support our students, we will:

- Continue to embed and support the three Junior Teams and our Senior Team with leadership positions in place. Each team will be allocated further resources; with more time allowances given to coordinators to support proactive approaches to student engagement and management.
- Implement positive approaches to building student behaviours according to our agreed values.
- Expand the Student Voice program by adding more student leaders into our committees.
- Continue to coach individual teachers to further develop a collaborative and positive learning environment using effective and high impact teaching strategies.
- Document plans using the ELF template and WICOR and HITS strategies. All teachers will receive feedback and support through their teams in meetings and classroom observations.
- Enhance the use of COMPASS to support more accurate attendance data given to parents, students and staff to help monitor and partner improvement in this area.
- Consolidate the Student Success Program by using WICOR strategies for all Years 7 and 8 students. We will continue with Study Hall, Master Classes, and planned tutor sessions for all students.

Wellbeing

Student retention at the college has shown over a 4 year period that it is at a similar standard to like schools and slightly above state median for all schools.

We continue our work to further improve these results through various initiatives that help build better connection with the students and other members of the college community and in particular with the introduction of Junior Teams. The implementation of SWPB framework will further support the improvement of student learning confidence.

In the last two years, the college has developed a large team to support its students. A Leading Teacher has been appointed with the responsibility to lead, oversee, and manage the work of the college's Student Support Services staff. Presently, this team comprises a Student Wellbeing Officer, Social Worker, Chaplain, School Health Nurse, Multi-Cultural Aides, PSD Coordinator, and Careers. In 2018, further additions to this Team were made with the introduction with the Doctors in School Program to the college as well as a Psychologist.

The sustained focus on pathway counselling has helped with the positive trend of students continuing with further education and full time employment after Year 12. The percentage of our students entering university slightly increased in 2018 in comparison to the previous year. The expansion of AVID electives into a whole school

initiative has improved students' general attitude to their learning and building their aspirations. The continued focus on supporting and monitoring the Year 12 students within the Senior School Team and through mentoring, structured tutorials and guest speakers, has helped frame the importance of study and work habits.

We continue to develop stronger links in the wider community, including long-term connections with primary schools to strengthen our Year 6 to Year 7 transition programs. These links include both outreach programs run by the college in primary settings as well as primaries visiting our college for a secondary experience.

Financial performance and position

The college continues to maintain a positive financial performance and is in a sound financial position at the end of the 2018 school year.

Of the financial position achieved, most of it is reserved for renovations to facilities.

The college did receive equity funding for more than half of its students in 2018. This money was spent in recruiting additional staff and providing additional time for the necessary work in supporting students to occur; as well as providing a variety of support programs and additional help in many forms over the year.

This position and the financial commitments that have been made, indicate that the college is in a strong position to support all of the improvement initiatives that have been identified in both its Strategic Plan and the 2019 Annual Implementation Plan.

For more detailed information regarding our school please visit our website at
<http://www.kurunjangsc.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 Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

School Profile

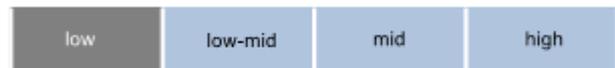
Enrolment Profile

A total of 815 students were enrolled at this school in 2018, 400 female and 415 male.

19 percent were EAL (English as an Additional Language) students and 3 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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



School Staff Survey

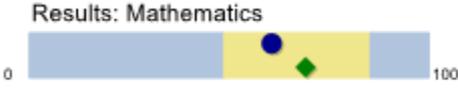
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



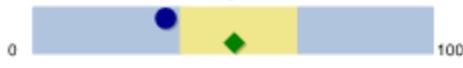
Performance Summary

Key: Range of results for the middle 60% of Victorian Government 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> |

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>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</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> | <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> |

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>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> | | <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> ● Similar </div> <div style="display: flex; align-items: center;"> ● Lower </div> </div> |
| <p>Students in 2018 who satisfactorily completed their VCE: 96% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 23% VET units of competence satisfactorily completed in 2018: 57% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 73%</p> | | |

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>90 %</td> <td>89 %</td> <td>87 %</td> <td>88 %</td> <td>88 %</td> <td>90 %</td> </tr> </tbody> </table> | Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | 90 % | 89 % | 87 % | 88 % | 88 % | 90 % | <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> Similar</p> |
| Yr7 | Yr8 | Yr9 | Yr10 | Yr11 | Yr12 | | | | | | | | | |
| 90 % | 89 % | 87 % | 88 % | 88 % | 90 % | | | | | | | | | |
| <p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p> | <p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p>  | <p> Similar</p> <p> Similar</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> | | | | | | | | | | | | |

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> Similar</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> 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 | \$8,723,972 |
| Government Provided DET Grants | \$1,667,810 |
| Government Grants State | \$9,725 |
| Revenue Other | \$217,463 |
| Locally Raised Funds | \$334,226 |
| Total Operating Revenue | \$10,953,195 |

| Equity ¹ | |
|------------------------------|--------------------|
| Equity (Social Disadvantage) | \$1,296,815 |
| Equity (Catch Up) | \$109,861 |
| Equity Total | \$1,406,676 |

| Expenditure | |
|---------------------------------------|---------------------|
| Student Resource Package ² | \$8,764,644 |
| Books & Publications | \$6,131 |
| Communication Costs | \$21,481 |
| Consumables | \$268,367 |
| Miscellaneous Expense ³ | \$645,199 |
| Professional Development | \$50,203 |
| Property and Equipment Services | \$604,506 |
| Salaries & Allowances ⁴ | \$315,523 |
| Trading & Fundraising | \$12,017 |
| Travel & Subsistence | \$585 |
| Utilities | \$107,408 |
| Total Operating Expenditure | \$10,796,063 |
| Net Operating Surplus/-Deficit | \$157,133 |
| Asset Acquisitions | \$7,272 |

Financial Position as at 31 December, 2018

| Funds Available | Actual |
|-------------------------------|--------------------|
| High Yield Investment Account | \$515,897 |
| Official Account | \$13,527 |
| Other Accounts | \$1,000,892 |
| Total Funds Available | \$1,530,316 |

| Financial Commitments | |
|--|--------------------|
| Operating Reserve | \$281,643 |
| Other Recurrent Expenditure | \$5,180 |
| Funds Received in Advance | \$122,768 |
| Funds for Committees/Shared Arrangements | \$89,036 |
| Repayable to the Department | \$46,481 |
| Capital - Buildings/Grounds < 12 months | \$985,209 |
| Total Financial Commitments | \$1,530,316 |

(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)

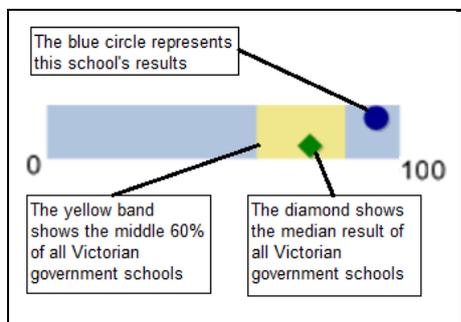
Engagement

- 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).

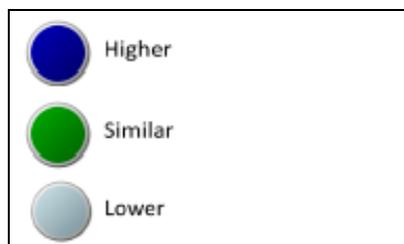


What does *School Comparison* refer to?

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').