

# 2019 Annual Report to The School Community



School Name: Yarra Me School (3552)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 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 01 September 2020 at 04:03 PM by Nance Sidoti (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 04 September 2020 at 04:24 PM by Nicholas Abbey (School Council President)

## About Our School

### School context

#### **“Compassion, Collaboration, Capacity”**

**We are deeply passionate about being champions for positive and respectful relationships, inclusive learning and building resilience.**

**Our Mission is to be Centre of Expertise focused on delivering personalised, evidence based education models with partnerships that support life-long learning**

Yarra Me School is a Victorian State Government specialist school that exclusively addresses the educational needs of 'at-risk students' with significant social, emotional and behavioural needs.

The students referred to Yarra Me School come from a range of backgrounds. Some of these include Trauma, Autism, Speech and Language Difficulties, Attention Deficit Hyperactivity Disorder, Foetal Alcohol Disorder, Attachment Disorder, Anxiety and Learning Difficulties. Students with these diagnoses often present with associated behaviours such as verbal and physical aggression, defiance, withdrawal, self-injury, helplessness and difficulties in forming and maintaining friendships.

Yarra Me School uses therapeutic and crisis prevention strategies to understand and respond to student behaviour, such as functional behaviour and safety plans within a personalised learning framework. These Behaviour Support Plans are developed over time and inform strategies and actions for success. The School Wide Positive Support (SWPBS) framework is implemented across our intake and outreach programs. SWPBS builds a continuum of support for staff and students, which is supported by a three-tiered model. At each tier there is an emphasis on outcomes in the form of behaviour expectations for student and staff behaviour, and data to guide decision-making on the best practices needed to support student learning and social behaviour.

In 2019, Yarra Me School provided three intake programs across two locations, Hurstbridge and Preston, and three outreach services, these include the Inclusion Support Service, supporting students with social and emotional needs in the mainstream primary school setting, Secondary Consultation for a case conference to provide guidance to primary schools on complex student behaviours and a Professional Learning service providing specific training to educators and allied health professionals in the areas of Attachment and Trauma Theory and Autism training.

Each of the intake programs caters for different cohorts. The Preston campus has two programs, the Junior Program catering for students in years one to three, and the Senior Program for students in years four to six. The education program at the Hurstbridge Farm is provided to students in Out of Home Care who reside in the Department of Health and Human Service residential facility.

The school has 16.8 equivalent full-time staff, made up of 2 Principal class, 12 teachers and 4 Education Support Staff.

The teachers at Yarra Me School work in dedicated teams within a multidisciplinary framework to provide the best educational outcomes for the students referred to the programs. Yarra Me School teachers work in collaboration with referring schools in a coaching role to develop a broader range of strategies to support students in Out-of-Home-Care and students presenting with complex behaviour needs. The teachers are often involved in consultation, liaison and professional development to schools and other agencies.

Yarra Me School is committed to providing educational experiences which are responsive, flexible and personalised in meeting the needs of students. The school delivers a social and emotional 'learning intensive' to re-engage students with learning and develop a stronger connection with their main school. There is a focus on equipping students with skills in the Personal and Social Capability (Victorian Curriculum) so they can establish successful patterns in their lives and contribute positively to their community.

Our school empowers students by establishing relationships built on trust and an empathic understanding of the needs of the individual within a safe, supportive and inclusive environment.

## Framework for Improving Student Outcomes (FISO)

The Yarra Me School Strategic Plan 2019 – 2022 has captured five FISO initiatives and uses pre and post placement data to measure the effectiveness of the teaching programs and growth in improvements for students learning goals. As well our post data collection measures indicators of inclusion and success once our students re-integrate back to their main schools.

The Key Improvement Strategies under each of the FISO initiatives in the 2019 Annual Implementation Plan include:

### Building practice excellence

- Develop the capacity of Yarra Me leaders to lead and model best practice.
- Evaluate and promote the evidence based Yarra Me School Model that meets the specific needs of students with emotional and social needs that often leads to challenging behaviours and embed these practices across all programs.

### Curriculum planning and assessment

- Embed the school's focus on functional behaviour assessment to inform planning and practice and personalisation of student learning.
- Finalisation of the Yarra Me 'Ready to Learn' Social and Emotional Curriculum, that incorporates the Victorian Curriculum Personal and Social Capability, Essential Core Skills, Social Skills Improvement System (SSIS) to guide the development of Personalised Learning Plans (PLP)

### Building leadership teams

- Continue and strengthen partnerships with educational institutions and State and Federal Governments
- Development of Yarra Me School as a 'Centre of Expertise' in building the capacity of mainstream schools through the delivery strength-based, personalised learning programs, and professional learning to educators.

### Empowering students and building school pride

- Empower families and caregivers to support their child.
- Alignment of the current social skills programs with the Social Skills Improvement System (SSIS) topics, and the development of a moderation system that measures student achievement.

### Setting expectations and promoting inclusion

- Provide support to early childhood educators in preschool settings.
- Build referring schools' capacity to work with students post intervention.
- There is a strong evidence based link between regular attendance at school and maximised learning outcomes.
- Development of school wide attendance strategy to address student disengagement and unapproved nonattendance; and to engage each Team around the Learner to engage in the process.

## Achievement

Yarra Me School provides short term learning intensive programs that are designed to identify and address student deficits in their Social and Emotional skills. Many students referred, experience significant challenges in Self-awareness, Self-management, Social awareness, Relationship skills and Positive Decision Making. These challenges impact on their self-confidence and their 'readiness to learn'. In the School Behaviour Rating Scale (SBRS) pre intervention data indicated that there were two areas common across all cohorts in 2019, with greater than 50% of students falling into the severe range were: General Classroom Behaviour and Development of Social Skills. General classroom behaviour scale includes: a student's capacity to follow classroom rules, being able to follow instructions, come prepared to learn, and not be overly distracted by others. It is the focus of our work to develop a comprehensive, personalised intervention and learning plan for each student to ensure positive growth in their social and emotional goals. Prior to any student commencing in our programs, a comprehensive learning profile is developed from the student's educational and medical history, cognitive and speech assessments, family background and observations on peer relationships.

We are proud of our students' achievements across our intake programs at Hurstbridge and Preston. In 2019, 100% of the students exited the programs with quality Personalised Learning Plans and Behaviour Support Plans. Social and Emotional Learning Skills are benchmarked at the start and at the end of the intervention to measure growth of each

student in our programs. The SSIS - SEL Monitoring Scale Scores was used for pre and post data collection in 2019 as the Whole School Data Collection in SEL for students aged between 6 and 12. Improvements across all eight domains of the SSIS were indicated for Yarra Me School.

After a range of diagnostic assessments (SSIS, SBRS, WISC, CELF, SPAT, YARC, PAT Maths, PAT Reading) are captured and analysed, a Personalised Learning Plan is developed for each student that includes SEL goals drawn from their entry data on the five SEL competencies.

Results from CELF Pragmatics Profile allows for personalisation of instruction using a structured synthetic phonics program. Of note in 2019, all of the students scored below the required score for their age in their CELF assessments. All students took part in Social Emotional Learning during their placement, which supported their ability to self-regulate and helped practice skills such as group dynamics, relating to others verbally, asking for help, using appropriate behaviours for gaining attention and reading body language. Both the CELF-5 Pragmatic Profile results and the SSIS-SEL data were used to inform SEL programming.

Across the three intake programs, SEL goal achievement scores for Hurstbridge: 67% 'Working Towards'; Junior: 100% 'Achieved' and Senior: 89% 'Working Towards'. When tracking individual achievement using the Social Skills Improvement System we are able to show significant progress against each student's learning, social skills and readiness to learn goals. Academic achievement is measured once progress in the SEL domains is made. Moderation of student goal attainment is used to assess each students' progress, and the achievement of these goals is recorded on the student's individual Chronicle Profiles and reported to the Student Support Group.

Through 2019, 136 students were supported in total across the six programs delivered by Yarra Me School. Of these 89% were boys and 11% were girls. Primary School aged students made up the majority of student numbers, being 98.5%.

Schools referring to Yarra Me School are from three NWVR Areas: North East Melbourne Area (NEMA) 44.6%, Hume-Moreland Area 44.2%, and Loddon Campaspe Area 11.2%

In 2019, just over 20% of students enrolled at Yarra Me School were funded under 'Severe Behaviour' for Program for Students with Disability. Almost 33% of students referred to our programs had a diagnosis of Autism or were in the process of seeking this diagnosis. Over the past four years, the co-morbidity of the students referred to our service with Attention Deficit Disorder, Oppositional Defiance Disorder and Anxiety has increased to 33%; with only 15.3% have accessed Child and Adolescent Mental Health Services, and only 15.6% with a Mental Health Care Plan prior to referral to Yarra Me School.

We have identified essential scaffolds in order for our students to succeed in our programs that are recommended for implementation at mainstream schools. These supports include 'personalised' learning plans in Social and Emotional Learning, including annual and short term SMART goals, Behaviour Support Plans within a Functional Behaviour Analysis framework and regular Student Support Group meetings.

Our post intervention data tracking system measures how well these scaffolds are implemented in mainstream schools at 3, 6, 12 and 18 months of leaving our programs.

At 3 months, we find positive data on students are 'always' attending school at 100%; and are being supported by the Student Support Group over 85%. Schools are more readily equipped in reviewing Personalised Learning Plans over 90%. On suspensions at the 3 month period, we find that 29% of students are being excluded due to their behaviours. At the 6 month post program data we are seeing a larger number of Behaviour Support Plans being reviewed which is a large improvement on BSP figures from 2016 which was 55%. When we look at the 2019 18 month data on students who had completed a placement in 2017, we find that attendance has decreased to 81% but 91% of Student Support Groups being run. 69% of students post Yarra Me School intervention are being suspended, 55% of these students are excluded for over 10 days. It is clear that schools need to develop a range of alternatives to suspensions. School-wide Positive Behavioral Interventions and Supports, Restorative Justice, and Social and Emotional Learning are three alternative disciplinary models that have been shown to reduce suspensions and benefit student achievement. Alternative actions to suspension do work, particularly those that are implemented before the point of suspension is reached.

In 2019 the focus for further developing teacher skills was on achieving moderation in SMART goal setting and in the area of curriculum planning, mapping the Victorian Curriculum to the students' Personalised Learning Plans. These improvements were evidenced in teacher Performance and Development Plans for 2019 and were also firmly indicated by the results of the 2019 School Staff Survey: Professional Learning Summary Module being 83.6%. Of note, the Special School state average for Professional Learning Summary Module was 76.9%.

The moderation of student goals in Personalised Learning Plans will continue in 2020, with the implementation taking place across all of the Yarra Me School programs. In 2020, all Yarra Me School teachers will be using the Social and Emotional Learning (SEL Goal Bank) portal to develop their student plans online.

## Engagement

Yarra Me School seeks to engage students directly in our programs by the provision of a Social and Emotional Learning Intensive. We work to engage students in their referring schools through the negotiation of positive transition plans. Our school recognises that the social, physical and emotional wellbeing of students supports effective learning. Therefore the emphasis of all individual learning programs is developed in line with the wellbeing needs of each student. Relationships are key to all our work with students and schools. We aim to build positive, supportive relationships with all students and their families with a focus on their abilities and strengths. We do this by using personalised goal setting plans and advocating for the learning needs of individual students. The positive student teacher focus can be evidenced in the results from the 2019 Student Attitudes to School Survey, where a 93% rating was given to the areas: 'High Expectations for Success' and 'Teacher Concerns'.

Student attendance data for 2019 indicates that whole school attendance average was 82.9%. (Note the percentage reported in the Performance Summary is inaccurate, and does not take into account transition days at mainstream school) Non-attendance by students is also managed through immediate individual follow up with families/carers and mainstream school support personnel. However of concern is the growing number of students referred to our service who are attending school on a 'part time basis'. Whilst it is important to consider the student's readiness to learn in a school setting, it is our expectation that our students attend school full time. Whilst, Yarra Me School will do everything to advocate for students' full time attendance at school, this is an area that requires a DET system response as these concerns are also identified by the Ombudsman's Report into School Expulsions 2017 as being a system wide concern.

We have continued to develop and enhance professional learning and capacity building opportunities through the provision of our outreach work provided to referring schools, and promoting School Wide Positive Behaviour Support, Attachment and Trauma Theory and Autism specific resources. A major part of the teachers' role at Yarra Me School is to provide specialist consultation to teachers and leadership teams in primary schools. A summary of the Outreach Supports provided by Yarra Me School teachers to mainstream schools in 2019 is broken down as follows:

- \* In class support 30%
- \*1-1 Student Counselling - 12%
- \*Strategy/Accommodation - 9%
- \*Team Teaching - 8%
- \*Parent/Carer Meeting - 9%
- \*Review BSP/PLP - 2%
- \*Teacher Meeting - 22%
- \*Coaching Session - 6%
- \*Training Education Support Staff - 2%

In 2019 a number of targeted professional development sessions were provided to mainstream schools by our outreach staff with the aim of providing greater understanding of students with trauma history and how to best address their learning needs in the classroom. In 2019, 105 educators completed the Attachment and Trauma Theory (ATT) course. The Pre collected from educators revealed that only 22.8% rated their skills as 'Comprehensive' or 'Sound' in planning and implementing interventions for students with attachment and trauma needs, and on completion of the 20 hours professional learning in the ATT course this figure rose to 96.6%

Over each term in 2019, Yarra Me School delivered professional learning in Autism Executive Functioning to educators. 43 people completed this course. In 2019, this course was made more widely available through a webinar platform, making this learning more accessible to regional and rural areas.

In 2019, we had three teachers in the metropolitan area and one teacher based in Bendigo providing an outreach only service to mainstream primary schools. Feedback from leadership teams for this on-site support has been very strong, the pre evaluation surveys collected from teachers and leadership teams revealed that only 5% rated their skills prior to the commencement of the outreach service as 'Comprehensive' in planning and implementing interventions for students with additional needs, and on completion of the Inclusion Support Service, this figure rose to 76%

## Wellbeing

The wellbeing of students is of paramount importance at Yarra Me School.

Students referred to the Yarra Me School programs commonly have one or more significant wellbeing issues that have interfered with their learning. Our focus is on supporting them to find real solutions to enable them to develop greater self-confidence which in turn is applied to academic achievement. Feedback from our parent community in the 2019 Parent Opinion Survey strongly confirms our work in strengthening Student Agency and Voice with a result of 81% positive endorsement. Confidence and resiliency skills results are equally strong with a positive endorsement of 96%. These are summarised below highlighted:

- \* This school provides opportunities for my child to make decisions and solve problems 100%
- \* This school provides opportunities for my child to develop a sense of responsibility 92%
- \* The school provides my child with opportunities to build his/her confidence 92%
- \* This school encourages my child to persist when learning is difficult 100%

These strong figures do support the initiatives and strength of Yarra Me School's student wellbeing programs. Wellbeing programs do not run separately to the Yarra Me programs but are an integral part of our whole school planning.

The School Wide Positive Behaviour Support Program provides the framework for establishing a safe and collaborative environment. Explicit teaching of emotional regulation supports students to increasingly manage self. Transactional supports to promote and negotiate positive outcomes, the establishment of school and class rules consistent with our school values, the implementation of reward systems are all effective tools for promoting improved self-management, safety and wellbeing. Student Profiles on Compass Chronicle have been maintained for all students providing key information specific to the student. Implementation strategies support the identification and development of Behaviour Support Plans and interventions external to the school.

As a specialist school catering for students with social and emotional needs, the wellbeing and safety (for all members of the Yarra Me School community) became a management priority for the leadership team. Data from the 2019 School Staff Survey affirm that leadership responded quickly to safety concerns with 77.53% in comparison to the special school state average of 70.21%. Key to timely responses to safety, is the high level of staff consultation and participation in this area, 80.86% in comparison to the special school state average of 70.99%

The leadership team maintains rigorous safety and wellbeing processes which included strengthening School Wide Positive Behaviour Support through professional workshops, and whole school reviews of 'Critical Incident Response', 'Discharging Care Plans' and in the development of risk Management Plan's for complex student referrals, and regular case conferencing by teachers to support challenging student behaviour. These rigorous and effective processes are an important part of setting successful preconditions for the delivery of onsite programs. In October 2019 an audit report on the Occupational Health and Safety Management System rated Yarra Me School being 95% compliant in a range of workplace and environmental areas.

### **Financial performance and position**

End of 2019 financial position includes a surplus of \$168,270

The majority of this surplus (\$110,000) will be expended on building works at Preston East as there has been a significant shortage of meeting/office space post the finalisation of the Capital Works Program In 2018.

In 2019, Yarra Me School received funding from the Sporting Schools Program of \$4,500 which was used to support the swimming programs of each of the Preston groups in terms 2, 3 and 4.

We were also successful in received a grant from the Variety Club worth \$6,097 to put a therapeutic basket swing in the Senior class playground.

DET provided a significant Grant of \$20,000 for school safety. A large portion of this was used to cover the cost of the development of our secure staff car park with electronic gate and also to add to our number of electronically locked doors.

DET also provided a grant of \$19,286.21 under the Bushfire prevention program for our Hurstbridge Campus which enabled vegetation clearing and the building of retaining walls on the grounds around the classroom.

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

<b>School Profile</b>	
<p><b>Enrolment Profile</b></p> <p>A total of 126 students were enrolled at this school in 2019, 0 female and 0 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	No Data Available
<p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	No Data Available
<p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	



## Performance Summary

Achievement	Student Outcomes
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p> <p><b>PLEASE SEE SEL DATA IN REPORT</b></p>	<p><b>Results: English</b></p> <p>No Data Available</p> <hr/> <p><b>Results: Mathematics</b></p> <p>No Data Available</p>

## Performance Summary

Engagement	Student Outcomes												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>32.9</td> <td>ND</td> <td>30.1</td> <td>14.3</td> <td>25.8</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	Average absence days	32.9	ND	30.1	14.3	25.8
Year	2016	2017	2018	2019	4-year average								
Average absence days	32.9	ND	30.1	14.3	25.8								
<p><b>Exit destinations</b></p> <p>Percentage of students reengaging with mainstream schools.</p> <p>Note: This measure uses data from the previous year.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>100% of students exit with Personalised Learning and Functional Behaviour Plans</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	100% of students exit with Personalised Learning and Functional Behaviour Plans	100%	100%	100%	100%	100%
Year	2016	2017	2018	2019	4-year average								
100% of students exit with Personalised Learning and Functional Behaviour Plans	100%	100%	100%	100%	100%								

## 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, 2019

Revenue	Actual
Student Resource Package	\$2,210,456
Government Provided DET Grants	\$288,108
Government Grants Commonwealth	\$6,000
Government Grants State	\$0
Revenue Other	\$27,647
Locally Raised Funds	\$3,055
<b>Total Operating Revenue</b>	<b>\$2,535,265</b>

### Equity<sup>1</sup>

Equity (Social Disadvantage)	\$5,000
<b>Equity Total</b>	<b>\$5,000</b>

### Expenditure

Student Resource Package <sup>2</sup>	\$1,989,450
Books & Publications	\$1,391
Communication Costs	\$10,960
Consumables	\$37,432
Miscellaneous Expense <sup>3</sup>	\$78,952
Professional Development	\$25,973
Property and Equipment Services	\$90,618
Salaries & Allowances <sup>4</sup>	\$32,758
Travel & Subsistence	\$8,817
Utilities	\$3,658
<b>Total Operating Expenditure</b>	<b>\$2,280,010</b>

**Net Operating Surplus/-Deficit** **\$255,255**

**Asset Acquisitions** **\$35**

### Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$146,648
Official Account	\$21,621
<b>Total Funds Available</b>	<b>\$168,270</b>

### Financial Commitments

Operating Reserve	\$37,625
Other Recurrent Expenditure	\$3,941
School Based Programs	\$16,703
Capital - Buildings/Grounds < 12 months	\$110,000
<b>Total Financial Commitments</b>	<b>\$168,270</b>

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 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 key areas:

### Achievement

Student achievements in :

- English and Mathematics

### 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)

## What is the meaning of '*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.

## Towards Foundation Level Victorian Curriculum

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.