

2018 Annual Report to The School Community



School Name: Boroondara Park Primary School (5288)



- 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 22 March 2019 at 05:03 PM by Susanne Lowe
(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 24 April 2019 at 10:26 PM by Jacquie White
(School Council President)

About Our School

School context

Care, Learn and Share reflect the core purpose, values and principles that are embedded in the school culture at Boroondara Park Primary School. As a local primary school, we are situated on expansive and attractive grounds serving families in North Balwyn. By the end of 2018, we had a student population of 642.

We offer the widest possible range of experiences and educational opportunities to our students through a comprehensively planned and structured curriculum. The curriculum includes discipline-based learning, studies in language, the arts, physical education and capabilities that are transferable across the curriculum. We focus on providing our students with strong academic programs, enabling them to achieve the best possible learning outcomes in English and Mathematics. We believe our role is to also work with families to develop the whole child – socially, emotionally, academically, culturally and physically.

At Boroondara Park PS we have developed a safe, caring and friendly environment, where we work to celebrate success and build on student learning at every opportunity. We have a commitment to the learning of all students, striving to identify ways the learning programs can be adapted to ensure everyone has equal access. We have a rigorous program that is distinguished by a balanced approach of explicit teaching and inquiry. Our Integrated Curriculum and our capacity to provide a range of specialist programs offer every student the opportunity to experience success. The school has worked to provide the best facilities, resources and administrative support. We offer an English as Additional Language program for students across all year levels, and Literacy intervention programs for the F-2 students.

In 2018, the school had 55 (42.13 Equivalent Full Time) staff: 3 Principal class, 41 (32.31 EFT) teachers and 12 (7.68 EFT) Education Support staff.

Framework for Improving Student Outcomes (FISO)

Boroondara Park was part of a Framework for the Improvement of Student Outcomes (FISO) network of three schools across a range of settings with a focus on developing High Impact Teaching Strategies – Feedback. The network was involved in a number of meeting, sharing ideas and progress. The FISO group has since dissolved. The school focus around Feedback formed part of the professional learning undertaken by staff, team performance and development plans and classroom programs in 2018.

Excellence in teaching and learning - Building Practice Excellence

Teachers trialed different feedback tools and strategies throughout the year including teacher to student feedback and student to student feedback. These tools and strategies were successfully used as part of Whole School Expos.

Google Drive was set up and used by staff to build a collection of feedback tools to use with students and parents.

All students had input in to their learning through the development of Learning Goals

The school's Instructional Model was reviewed and evaluated by the Curriculum Team.

Positive Climate for learning - Empowering students and building school pride

Staff participated in professional learning focusing on Feedback Teachers collected feedback tools and resources making them available for all staff.

We aimed to share at least one piece of student work with parents each term and seek feedback. The work included supporting parents to provide guided feedback to their child about their learning and work. This involved the tools and strategies that teachers had started to use with their students.

Students were able to give and receive feedback in a positive classroom culture of support and challenge. They also knew and understood what and why they are learning – using this as a focus for feedback to each other.

Building communities is a future area for focus in 2019. Building learning partnerships with families by seeking feedback about student work was a core part of the 2018 work through the Whole School Expos and this will continue. A number of projects around the learning partnerships will be trialed in 2019.

In 2019 the school will join a new FISO network and the focus will be around building pedagogical practice through peer observation.

Achievement

The learning program at Boroondara Park Primary School is developmental and built around research based approaches to teaching and learning. The school has worked to build the capacity of staff and develop their knowledge in targeted areas. In 2018 staff participated in professional learning on Writing including the development of an agreed framework for moderating student work samples, a focus on the core practices used in an effective writing classroom and building teacher confidence in the teaching of grammar.

When reviewing the achievement of students in 2018 the following is observed from the data – Teacher judgement in English and Mathematics remains higher than comparative schools, above the State median and above the top 60% of results across the state. There is an indication that triangulation of data will be required to make our teacher judgements more accurate as they vary in a number of areas from NAPLAN results. This will be explored further in 2019.

It should be noted that the 2018 NAPLAN data (Top 3 bands) indicates Year 5 Numeracy results are higher than similar schools. The Year 3 Reading, Year 5 Numeracy and Year 5 Reading are at the same level as similar schools. In these measures, the school is well above the State median. The four year average NAPLAN results indicate the school is well above the State median, above the high middle 60% in the State and is achieving at the same level as similar schools.

The NAPLAN learning gain data explores the growth of students moving from Year 3 to Year 5. This is matched cohort data, measure the same students who undertook the assessment at our school in Year 3, tracking their results in Year 5. The data indicates 4% of students achieved low growth in Reading, this is considerably reduced from the previous comparison in 2017. Reading has been a focus for staff in the last two years with the embedding of a research based approach to the teaching of reading. Data around reading indicates a continued focus on program development, through Performance and Development Plans and professional learning. In 2019 we will work to establish the role of the teacher in a well-balanced reading program. Writing drove the student outcomes goal for all staff in 2018, aiming to build 12 months growth for all students and increasing the % of students above the expected outcome. There were 43.8% of students who had high growth in Writing moving from Year 3 to Year 5. Professional learning focused on Writing and a growing knowledge of the Literacy Toolkit (Department of Education and Training). Three staff attended the Leading Literacy program conducted by the BASTOW Leadership Institute. The course focussed on authentic literacy experiences, school wide instructional models, a balanced approach to assessment and the planning of targeted formal professional development. In 2019, a balanced approach to assessment will be a focus along with the implementation of the reviewed school wide instructional model.

The NAPLAN learning growth data indicated that 21.9% of students achieved low growth in writing from Year 3 to Year 5. The school will continue to identify individual student need and support the ongoing development of the Writing program. This work will include ensuring all new staff undertake professional learning to support their implementation of the writing program at Boroondara Park PS.

In 2018 the school participated in the Learning Difficulties Toolkit trial with the Department of Education and Training and the University of Melbourne. This enabled four staff to gain an understanding and working knowledge of literacy and numeracy tools to gather data around students with learning difficulties. These tools will be used to support specific students in 2019. The continued development of Individual Education Plans will occur as part of the Annual Implementation Plan and staff will be supported through Professional Learning in 2019.

Engagement

The focus for school engagement in 2018 was to build home school partnerships, providing all parents with an increased opportunity to come into the school and share the learning with their children. Through Whole School Expos and the use of feedback strategies, all students have been able to share their learning with their parents. The school has been able to increase the percentage of parents attending these events throughout the year. This was a focus for team goals in 2018, with staff supporting students to learn the language of feedback and explore a number of strategies that they could use with their parents to gain feedback.

Parental engagement throughout 2018 was evident with attendance at Information nights and Whole School Expos. From feedback in 2018 the Whole School Information Night was changed for 2019. The Parent Opinion

Survey results are based on only 51% of invited respondents completing the survey. This needs to be addressed in 2019. The involvement of parents in classroom programs and on excursions and camps continues throughout the year however numbers are reducing over time. In 2019 the school hopes to reinstate the Parent Volunteers Group.

The school knows the importance of students attending school every day and the impact that absence can have on student learning. There is regular communication with families around absence, the importance of school attendance and the new requirements of the Department in terms of student absence. The absence rate in 2018 was below the state median and the absences are similar when compared to other schools. The attendance rate across the year levels ranged from 93-94% (92-94% 2017). The absence rate across four years is 13.4 days per student. Illness will be the cause of a number of these absences however the school continues to attribute significant absence to long term family holidays and in term seasonal activities. Whilst acknowledging that this is a continued area to work on, the data has been addressed by regular communication with parents about the importance of being at school, this will continue in 2019.

The kiosk installed to record lateness has ensured sign in and out processes are clear and regimented across the school. Attendance records are now reported to parents twice a term (rather than once). This focus will continue in 2019 with the aim of reducing unexplained absences and focusing on the new DET expectations of contacting families on the day a student has an unexplained absence. Students with significant absence days are regularly followed up by principal class officers and meetings with parents and ongoing support is provided to many families around areas of school anxiety and refusal. This will continue in 2019.

Wellbeing

Boroondara Park Primary School has had a focus on student wellbeing that provides for consistent development and use of school wide Rights and Responsibilities.

The wellbeing data is built on student response to the Attitude to School survey which is conducted annually with Year 4-6 students. The survey covers many areas and the school staff and School Council regularly review this data and identify the messages from students.

The Sense of Connectedness factor indicates that the school is achieving at the same level as similar schools but in 2018 they were below the State median but within the middle 60% achievement level across the state. The management of bullying is 2% below the State median putting us at a similar school comparative rating. Student forums have been conducted in the first term of 2019 to gain more insight into student views in a number of areas of the survey.

The school is going to undertake the ACER Social, Emotional Wellbeing survey to gain more insight into student wellbeing and need in 2019.

The Start Up program was conducted at the beginning of the year establishing school wide Rights and Responsibilities, with staff continuing to use the B.P.P.S. Classroom Behaviour Expectations and Consequences flow chart.

The Care, Learn and Share program continues to run each fortnight with relationships being built across the school. The focus in Semester 1 is the development of Empathy, with groups working through planned activities and units to build their understanding of other people's thoughts, feelings and point of view. In Semester 2 the focus is Sustainability, with the groups working through activities to support the school to work towards the Resource Smart five stars.

In 2018 the school continued working toward the development of the Resilience, Rights and Respectful Relationships (RRRR) Action Plan. The Student Wellbeing and Engagement policy was redeveloped and presented to School Council for ratification. A parent group met to explore aspects of the Action Plan and how the school could be promoted and work towards its successful implementation.

RRRR (Resilience, Rights and Respectful Relationships) will be a weekly inclusion in to all class programs in 2019.

Financial performance and position

In 2018 the Finance Team and School Council worked with the new Principal and Business Manager to oversee a budget that met the learning needs of the students at Boroondara Park Primary School. The budget allocation for ICT enabled continued replacement of equipment and involvement in the Towards Transformation program with Apple. The STEM sessions and coding saw additional expenditure in this area for BeeBots and Spheros. This enabled a group of teachers representing each team to build their capacity to explore innovative learning opportunities using digital devices.

The successful implementation of the Professional Practice Days (a new initiative as part of the Victorian Government Schools Agreement) meant an increase in the expenditure on casual relief teachers. It also enable staff to explore assessment, program development, peer observation and a number of other areas focused around their teaching roles.

Ongoing maintenance of the 4 hectare site and the buildings continued in 2018, this included painting in the main entry area of the school. A playground audit was undertaken, with some repairs being made in 2018. This will be ongoing as the equipment ages. The school also expended funds on the trees, setting out a plan for work to commence in January 2019 to ensure trees are regularly monitored. An OHS issue with two classrooms meant considerable expenditure in this area, this has been rectified over January and is not expected to continue as a financial burden in 2019.

During 2018 the school held a very successful Walkathon and Fair with contributions of almost \$54,000 going towards the ongoing Bottom Oval fund. The school engaged a Landscape Architect to commence a Landscape Master Plan for this area of the school. The plan will be completed in 2019 and the school hopes to commence at least one part of the plan in 2019. This project will remain the focus of fundraising in the coming year.

With reduced enrollments in 2019, the Finance Team and School Council will continue to budget conservatively and monitor expenditure carefully. The school will focus on continued implementation of an outstanding teaching and learning program; marketing and celebrating all that is Boroondara Park Primary School.




For more detailed information regarding our school please visit our website at
<https://www.bpark.edu.vic.au>

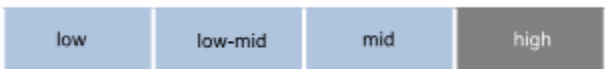


Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.




All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.





Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 618 students were enrolled at this school in 2018, 310 female and 308 male.</p> <p>28 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>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> Higher</p> <p> Higher</p>

Performance Summary

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




Achievement	Student Outcomes	School Comparison
<p>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 style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p> <p style="text-align: center;">● 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 style="text-align: center;">● Similar</p> <p style="text-align: center;">● Similar</p> <p style="text-align: center;">● Higher</p> <p style="text-align: center;">● Similar</p>





Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>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"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>4%</td> <td>59%</td> <td>37%</td> </tr> <tr> <td>Numeracy</td> <td>7%</td> <td>48%</td> <td>45%</td> </tr> <tr> <td>Writing</td> <td>22%</td> <td>34%</td> <td>44%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>47%</td> <td>32%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>16%</td> <td>38%</td> <td>46%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	4%	59%	37%	Numeracy	7%	48%	45%	Writing	22%	34%	44%	Spelling	20%	47%	32%	Grammar and Punctuation	16%	38%	46%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

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 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 1015 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>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	93 %	94 %	93 %	94 %	93 %	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> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	93 %	94 %	93 %	94 %	93 %	93 %										

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>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		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,353,741	High Yield Investment Account	\$290,352
Government Provided DET Grants	\$467,102	Official Account	\$53,804
Government Grants Commonwealth	\$11,957	Other Accounts	\$259,275
Revenue Other	\$34,990	Total Funds Available	\$603,431
Locally Raised Funds	\$894,886		
Total Operating Revenue	\$5,762,675		
Equity¹			
Equity (Social Disadvantage)	\$9,860		
Equity Total	\$9,860		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,286,429	Operating Reserve	\$196,943
Books & Publications	\$2,347	Other Recurrent Expenditure	\$3,321
Communication Costs	\$9,038	Funds Received in Advance	\$113,368
Consumables	\$117,464	School Based Programs	\$6,880
Miscellaneous Expense ³	\$358,357	Funds for Committees/Shared Arrangements	\$9,404
Professional Development	\$17,402	Asset/Equipment Replacement < 12 months	\$41,900
Property and Equipment Services	\$230,208	Capital - Buildings/Grounds < 12 months	\$106,997
Salaries & Allowances ⁴	\$332,680	Maintenance - Buildings/Grounds < 12 months	\$126,120
Trading & Fundraising	\$153,486	Total Financial Commitments	\$604,933
Travel & Subsistence	\$106		
Utilities	\$32,923		
Total Operating Expenditure	\$5,540,440		
Net Operating Surplus/-Deficit	\$222,235		
Asset Acquisitions	\$3,942		

(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)

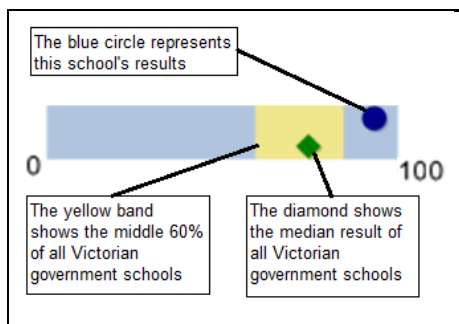
Engagement

- 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).

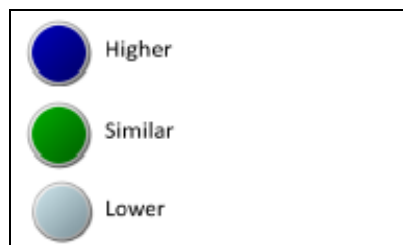


What does *School Comparison* refer to?

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').