

2018 Annual Report to The School Community



School Name: Wallarano Primary School (5055)



- 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 29 March 2019 at 05:24 PM by Gail Doney
(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 10 April 2019 at 04:09 PM by Lee-Anne Theodorou
(School Council President)

About Our School

School context

Wallarano Primary School is a large multicultural primary school situated in Noble Park. The school services a culturally rich community of 696 students with over 40 nationalities, of which 63% are from a non-English speaking background and speaking a total of 45 different languages. 38% of families receive the CSEF. These factors give us a Student Family Occupation (SFO) Index of .6424 and a SFOE of .5358. The school is committed to providing a rich, relevant curriculum that promotes lifelong learning, local and global citizenship and enables students with the attributes necessary to thrive in the 21st century. Digital Technology is a fundamental component of Wallarano's teaching and learning, where state of the art technology and professional learning equip teachers with transformative skills and develops students that are innovative and confident in an ever changing digital world. The school values – Respect; Learning; Teamwork and Honesty- are embedded into the learning design at Wallarano Primary School. Each value is explicitly taught to all students defining what they mean and what behaviours demonstrate them.

Over the years, the school community has developed special purpose facilities to enhance the teaching and learning program and the options available for children. These include:-Information & Communications Technology, Digital Technologies; Speech Therapy, Integration/Bridges Tutor Program; Maths/Literacy Assistance; Hall/Gymnasium with stage; Visual Arts room; Performing Arts room; a Film & media studio and a multi-sensory room . 'Before and After School Care' program is operated on site by OSHClub, a registered care provider. The school has three Principal Class Officers, 44 teachers (37 EFT), two full time Speech Therapist, one full time child psychologist/Student Well-being Officer; one part time occupational therapist, three Administration Staff , 30 Education Support employees [including 2 multi-cultural aides and two ICT Technicians]. Student attendance is at 93% or higher at levels Foundation –Grade 6. The school has a large integration program with 44 funded students and over 100 students with Language Disorder. Inclusion and equity for all students is a major emphasis for children with additional needs - high achievement; low achievement; Living out of Home; Koori; medical conditions and PSD Funded - all having Individual Learning Plans to ensure personalized and individual attention is given to all learning needs.

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning

Building Practice Excellence:

- **STEM [Science Technology, Engineering and Mathematics]:** Throughout 2018 the school focus was on the high quality implementation of the STEM initiative. The long term 4 year goal is to have digital technologies embedded into the curriculum design, especially for numeracy and science, to promote critical and creative thinking, enhance and develop problem solving skills and to promote collaborative learning and innovation. The plans for 2018 focussed introducing the design thinking model to enhance critical thinking skills and problem solving. This included STEM challenge classes and Digital Sandpit whereby digital technologies were explored and specific learning intentions set to embed the skills of digital technologies. This was assisted through our Digital Technologies Learning Specialist. The 2019-2020 focus will be to further develop students' ability to use deeper and transferable mathematical and scientific knowledge and thinking into Inquiry STEM units of work by reconstructing the curriculum and embedding the skills learnt in the past 2 years into everyday classroom practice.
- **Literacy:** The goal in Literacy is to improve the literacy skills of all students that will support their wellbeing and strengthen their development in thinking mathematically and scientifically. The introduction and implementation of the VCOP and Big Write program across Foundation to Year 6 occurred in 2018. The High Impact Teaching Strategies continued to be embedded in all lessons to enhance authentic rich learning tasks for all students – learning intentions/success criteria; setting goals; structuring lessons; differentiation; collaborative learning; worked examples [steps required to complete a task or solve a problem]; multiple exposures [provide students with multiple opportunities to encounter, engage with, and elaborate on, new knowledge and skills]; high quality questioning; feedback; and metacognitive strategies [strategies to teach students to think about their own

thinking]. 2019 and 2020 will continue to see all students empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which will equip them with knowledge, skills and dispositions for lifelong learning.

- Empowering Students and Building School Pride

To develop Student Agency, including Student Intellectual Engagement and self-awareness and resilience the students of Wallarano are empowered through a 21st Century pedagogy. Students work with teachers to set their own learning goals in Literacy and Numeracy and these goals are updated as they are achieved. This assists to individualise learning. Learning is differentiated in a variety of ways including workshops that teachers collaboratively plan to challenge students and move them forwards in their thinking and learning. The school continues to have a major focus on the Wilson McCaskill 'Play Is The Way' approach that teaches self-awareness, resilience, empathy and understanding of others. This is enriched and assisted by our full time psychologist and Well-being Learning Specialist

Achievement

The academic achievements of Wallarano students in 2018 are indicative of the differentiated and high quality teaching and learning programs embedded throughout the school. The achievement levels, as assessed by teachers against the Victorian Curriculum, are in the State average range in Numeracy and Literacy with Mathematics performing higher than like schools. NAPLAN results indicate that the Grade 3 and 5 students are achieving comparatively to the State average range in Literacy and Numeracy. With Year 3 reading results performing higher than like schools. NAPLAN Learning Gain 3-5 indicates 29% of students achieving high gain growth in Writing and 36% in Spelling. Numeracy had 60% medium growth, which meant a pleasing reduction in low growth which was at an impressive low of only 16% in 2018

Reading and writing have a very high priority at Wallarano Primary School. Lesson structure, goal setting, learning intentions, success criteria, differentiated and explicit teaching and a number of the High Impact Teaching Strategies are embedded in the literacy programs Foundation – Grade 6.

The VCOP and Big Write program was introduced across the school from Foundation to Year 6 in 2018. The purpose was to bring the fun back into writing, to make the children want to write and to be continuously challenged throughout the writing journey. Through the use of games, activities and discussions, students learnt the steps they needed to take, in order to continually improve. The students are encouraged to be ambitious, up-level their work and focus on the elements of VCOP in their writing – vocabulary, openers, connectives and punctuation. Students, with the guidance of teachers, regularly set personal writing learning goals. Handwriting is also a focus, with each student receiving a Targeting Handwriting Student Book to guide their handwriting development and skills in short sharp and explicit learning sessions. Over the past 4 years Wallarano students have performed very well in the area of NAPLAN Reading and have consistently achieved higher than the state medium. The Early Years, Daily 5 and the Daily CAFÉ structures continued to be well established in 2018.

Personal learning goals are displayed in the classrooms and regularly changed as each goal is successfully achieved. The intervention and learning support programs - Bridges and MiniLit - continue to support students with literacy needs, and the additional assistance program. MacqLit – a support program for senior students - was introduced from Year 3 to Year 6 during 2018 and has resulted in significant learning improvement for all participating students. The future plans for 2019 and beyond will see the continued implementation of these successful reading and writing approaches along with a more explicit and comprehensive focus on oral language skills – speaking and listening for younger students and moving to Public Speaking for senior students. The 2019 numeracy focus will be on developing numeracy proficiencies and skills for all children.

Engagement

Wallarano has experienced great success in student engagement through the implementation of a number of initiatives such as inquiry learning, student goal setting and building its practices in the use of technology. Every student's educational path, curriculum, instruction, and schedule is personalised to meet her/his learning needs. Student attendance is at an outstanding level with every year level having 92% or higher attendance rate for the

year. The senior grades 4-6 have the highest attendance at 95% .This is outstanding in comparison to the State average and those of similar schools. This is clear evidence that Wallarano students are engaged in their learning and feel safe and secure in the school environment. Parent satisfaction with the school is extremely high - positive endorsement at 90% and student connectedness to school is at 80%.

Wallarano will continue to provide a stimulating and engaging learning environment in 2019 and will further enhance learning through the development of student voice, choice and leadership. All Grade 6 students will engage in a leadership program called 'Leading without a Badge' and all students Grades Foundation -6 will be engaging in Integrated/ STEM inquiry units where all students will engage in topics of interest and learn how to work collaboratively with their peers to investigate topics and deepen their own learning. Lunch time clubs will be further developed with the students taking the lead by planning and supporting a large variety of clubs.

Wellbeing

Wallarano Primary School is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making, with particular attention paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability. Wallarano Primary School has zero tolerance for child abuse. Wallarano Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Every person involved in Wallarano Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make. Having a positive partnership with parents is a high priority and is achieved through information sessions; Parenting Tips published fortnightly in the school newsletter, Parenting Education sessions, Training of Bridges tutors and ongoing English classes offered to NESB groups. Strategies to support and improve student wellbeing include Behaviour Education, self regulation, constant monitoring of attendance by assigned leadership staff and classroom teachers and all staff ensuring school is a safe, engaging and inclusive place for all students

Wallarano has achieved outstanding results in the area of student wellbeing through giving high priority to the emotional and social development and wellbeing of all students. With student attendance being very high, at a 93% average, and the ACER Social and Emotional Wellbeing Survey 2018 results being well above National benchmarks at all levels, classroom and playground behaviour records being exceptionally positive and suspension and expulsion at zero. The 2018 Attitudes to School survey in the area of Student Connectedness to School is at 86% which is higher than the State medium. The schools emphasis in everyday activities, in every classroom, is to build every students intellectual engagement, self-awareness and resilience. In 2018 a specialist Health program was introduced to build student emotional intelligence and awareness of personal health - physical and mental. Student playground and classroom behaviour records will continue to be monitored weekly; and the school will further develop a high focus on 21st Century pedagogy for learning concentrating on collaboration and student voice to ensure students feel they are being heard. Having a positive partnership with parents is a high priority and is achieved through information sessions; Parenting Tips published fortnightly in the school newsletter, Parenting Education sessions, Training of Bridges tutors and ongoing English classes offered to NESB groups. .

Financial performance and position

Expenditure in 2018 included investment in the future technologies for education resulting in: 1:1 iPads for all students Grades 3-6 and pods of 50 iPads for all grades F-2; chrome books and galaxy tablets; various forms of robotics and exemplary maintenance of present technologies e.g. Interactive Whiteboard projectors. We continued to further resource the digital technology program across the school to support students' critical and creative thinking as well as thinking mathematically and scientifically. A significant budget was allocated to teacher professional development in line with the research knowledge that identifies the most significant factor in a child receiving an excellent education is the quality of the teacher. Equity Funding has been spent on the three FISO priorities for Wallarano in 2018 – STEM, Literacy and Student Agency to ensure disadvantage is addressed for all students: exposing all students F-6 to cutting edge technologies and teaching and learning experiences. In addition the school continues to allocate funds to subsidise excursions to ensure all children

have access to high quality experiences. Minor building improvements included the flooring, carpeting and painting of the canteen area and a shade structure over the canteen window
In 2018, Wallarano has remained in surplus due to the allocation of significant funds being tagged for future plans in 2019, and beyond, that include: the refurbishment of the student and staff toilets; the construction of a STEM/Health and Nutrition room; renovations to the administration area, replacement of the corridor roof and rotting windows in Building A and the installment of shading over the Gumnut Garden and community BBQ area. The school has submitted the Business Case and is currently working with the Victorian Schools Building Authority to employ an architect/project manager so works can commence as soon as possible.

For more detailed information regarding our school please visit our website at <http://wallarano-ps.vic.edu.au/>

Performance Summary

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

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

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

SCHOOL PROFILE

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

Enrolment Profile

A total of 676 students were enrolled at this school in 2018, 313 female and 363 male.

63 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

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

Parent Satisfaction Summary

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

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	90.6	85.1	78.3	91.6

School Staff Survey

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

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

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	80.2	77.7	66.6	86.7

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

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

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

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	87.4	90.1	82.6	95.3	Similar
Mathematics	88.1	91.1	84.0	96.4	Higher

NAPLAN Year 3 and Year 5

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

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	78.9	76.5	62.0	89.2	Higher
Year 3	Numeracy (latest year)	72.2	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	74.0	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	70.7	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	75.1	71.4	57.6	83.6	Higher
Year 3	Numeracy (4 year average)	62.2	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	57.5	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	60.1	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	27.7	55.4	16.9
Numeracy	16.1	59.7	24.2
Writing	19.0	52.4	28.6
Spelling	15.6	48.4	35.9
Grammar and Punctuation	21.9	59.4	18.8

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

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

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	12.4	15.1	12.9	18.1	Higher
Average number of absence days (4 year average)	12.8	15.2	13.2	17.8	Higher

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	94	92	93	95	94	94	95

WELLBEING

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	85.9	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	82.2	81.7	73.8	88.7	Similar

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	80.3	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	78.6	81.8	73.7	89.7	Similar

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$6,012,844
Government Provided DET Grants	\$1,546,056
Government Grants Commonwealth	\$7,490
Government Grants State	\$0
Revenue Other	\$56,121
Locally Raised Funds	\$285,449
Total Operating Revenue	\$7,907,960

Equity ¹	Actual
Equity (Social Disadvantage)	\$850,537
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$850,537

Expenditure	Actual
Student Resource Package ²	\$5,900,435
Adjustments	\$0
Books & Publications	\$12,341
Communication Costs	\$7,995
Consumables	\$204,927
Miscellaneous Expense ³	\$377,234
Professional Development	\$55,701
Property and Equipment Services	\$531,194
Salaries & Allowances ⁴	\$308,647
Trading & Fundraising	\$70,247
Travel & Subsistence	\$27,322
Utilities	\$62,588
Total Operating Expenditure	\$7,558,632
Net Operating Surplus/-Deficit	\$349,327
Asset Acquisitions	\$96,644

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$1,770,698
Official Account	\$48,559
Other Accounts	\$0
Total Funds Available	\$1,819,258

Financial Commitments	Actual
Operating Reserve	\$264,537
Other Recurrent Expenditure	\$7,878
Provision Accounts	\$0
Funds Received in Advance	\$24,919
School Based Programs	\$14,130
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$182,525
Capital - Buildings/Grounds < 12 months	\$800,000
Maintenance - Buildings/Grounds < 12 months	\$85,000
Asset/Equipment Replacement > 12 months	\$20,000
Capital - Buildings/Grounds > 12 months	\$400,000
Maintenance - Buildings/Grounds > 12 months	\$20,269
Total Financial Commitments	\$1,819,258

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 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, including:
 - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

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

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

WHAT DOES 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.

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

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

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

The Department also recognises unique circumstances in Specialist, Select Entry, English Language 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 his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

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

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