

2019 Annual Report to The School Community



School Name: Glengala Primary School (5050)



- 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 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 26 May 2020 at 10:32 AM by Kris White (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 by School Council President

About Our School

School context

Glengala Primary School is a small primary school of 189 students located in Sunshine West. In 2019 we were halfway through a complete school rebuild with our state of the art Yr 3-6 Learning Space, Library Learning Centre & Multipurpose Learning Space already open. In late 2019 our Foundation and 1/2 Learning Spaces, The Arts Learning Space along with Office Admin and Staffing facilities opened. We are a school where students can learn and grow in a supportive, respectful and inclusive environment. The development of positive and supportive relationships with students and their families forms the basis of all our work.

Our school vision is: "At Glengala Primary School we believe that everyone has the right to learn in a respectful, responsible and safe environment. We are Glengala PROUD! PROUD – Positive, Resilient, Open Minded/Hearted, United & Diverse"

Our school values are: Respect, Responsibility & Safety

We pride ourselves on being an inclusive and progressive school community. Our school community embraces over 30 different cultures, has a number of families that receive support from the government and students who are funded under the Program for Students with Disabilities. We operate a free breakfast club 5 days a week and have access to free lunches and weekly food hampers for families. Our school SFO was 0.76 and our SFOE was 0.60.

In 2019 our school operated 3 co-teaching Learning Spaces - Foundation, Yr1/2 & Yr3-6 and the specialist areas of The Arts, Health & Physical Education, Resilience Rights & Respectful Relationships, Library Literacy & Science. eLearning was well resourced across the school and supported in Learning Spaces through access to a school based technician and iPads, large portable screens, laptops, robotics, 3D printers and other devices. Our Yr 3-6 Learning Space operate in a 1:1 iPad environment.

We have a combination of recently graduated and experienced staff members who are friendly, approachable, diverse and committed to achieving the best learning outcomes for all of our students. We work in a true co-teaching environment, with creative use of teaching spaces across our school, requiring collective responsibility for the entire cohort of students at each multi-age year level. Our staff proactively develop positive mental health and wellbeing by promoting relationships and a sense of belonging for all. We are working towards becoming a School Wide Positive Behaviour Support school. We have our own Wellbeing Team of professionals including a Social Worker, Teacher & Education Support. We access the support of Student Support Services through region including Psychologists and Speech Therapists. We make extensive use of interpreters and translation services of VITS.

We are #GlengalaPROUD

Framework for Improving Student Outcomes (FISO)

In 2019, Glengala Primary School's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of Building Practice Excellence, Curriculum Planning and Assessment, Building Leadership Teams Empowering Students and Building School Pride, Setting Expectations and Promoting Inclusion and Building Communities. This included:

- focused professional learning on co-teaching to develop consistent teaching and learning approach
- participation and implementation of Professional Learning Communities (PLC) DET initiative
- further development and increasing implementation of a whole school coaching program
- a continued focus on embedding the instructional model
- development and implementation of Student Learning Goals for Reading with an extensive professional learning program supported with Peer Observation and feedback
- implementation of School Wide Positive Behaviour Support Initiative.

To support implementation of these KIS, 2 Assistant Principals, a Learning Specialist and an external coach acted as professional practice coaches. Positive gains in the School Staff Survey showed clear evidence of their impact, with

additional evidence gathered through peer observation and learning walks and recorded as part of 2019 AIP monitoring. This showed positive changes in teacher practice and student learning outcomes.

We have successfully implemented our Leading Teacher team structure, where a major focus has been providing rich learning opportunities to other staff by delivering high quality professional learning based around the High Impact Teaching Strategies.

Achievement

In 2019 the school continued work on its strategic plan goal of maximising the learning and growth in Literacy and Numeracy for each student.

Literacy and numeracy support was trialled in the classrooms (push-in) and withdrawal (pull-out) groups in 2019 with some success. Literacy and Numeracy Boost initiatives were established with the aim to 'boost' the support provided to students in Reading and Number. This initiative utilises the Response to Intervention model and tiers.

STRUCTURE

Tier 1:

- Smaller than traditional ratios in Learning Spaces
- Provision of Literacy and Numeracy Coaching for staff by external coach, Learning Specialist and Assistant Principals

Principals

- Staffing Structure to support maximising workforce in Literacy and Numeracy time
- Differentiation of teaching to point of need across cohorts and levels

Tier 2:

- EAL instruction
- Levelled Literacy Intervention (LLI) program
- Small group instruction

Tier 3:

- Conferencing Students 1-1
- Individual Student support
- SSS programs (if possible)
- Toe-by-toe program for students with SLD or SSS identified as at risk (in trial)
- LLI for outliers in data

In Literacy an Assistant Principal held the role and responsibility for curriculum in this area. Literacy Boost initiative was developed to support teachers and students with achieving improved outcomes in Literacy. Student assessment data was used to support a push-in and pull-out tier 1, 2 and 3 intervention. Students in Years Foundation through to 6 Teacher Judgement data continues to improve in Literacy. In Semester 1 82% of students achieved at or above the expected age level in Reading as per Teacher Judgement data. We have continued to see a further improvement in the number of students achieving below expected level with a reduction from 31% in 2018 to 18% in 2019. In Semester 2 results held steady, although an increase in student enrolments did see an increase in the number of students assessed below the expected levels reflected in Teacher Judgement (more than 10% growth in student enrolments from March to September).

In 2019 an Assistant Principal held the role and responsibility of Numeracy Curriculum and developed and implemented Numeracy Boost which ran parallel to the Literacy Boost initiative. Student assessment data was used to support a push-in tier 1, 2 and 3 intervention. In Mathematics students in Years Foundation through to 6 continued to plateau. Results continue to hold steady in Teacher Judgement, even with an increase in student enrolments. The Top Ten Maths resourcing was sourced and together with coaching from an external curriculum coach through our partnership with the Mathematics Association of Victoria, explicit work was established around supporting improvement in teaching and learning of mathematics (more than 10% growth in student enrolments from March to September).

Additionally, the school has seen a continued increase in student learning growth through Teacher Judgement against the Victorian Curriculum, with 88% of students making at least one years growth in one year in Reading. In Number we had 72% of students making at least one years growth in one year which has stabilised. It must be noted that fluctuating student enrolment numbers impact on the percentages recorded (more than 10% growth in student

enrolments from March to September).

National Assessment Program for Literacy and Numeracy (NAPLAN) data shows a continuing trend of improvement over the last 5 years. Data shows that we are decreasing number of students in the bottom 2 bands each year, therefore increasing students who are achieving at minimum national standard and just above (middle 2 bands). Students achieving top 2 bands results in Yr 3 Reading and Numeracy are identified yearly, targets set through this identification in the following AIP and students are supported through the Literacy and Numeracy Boost initiative. Of note is that a high percentage of the students achieving in the Top 2 Bands have transitioned out of Glengala between Yr 3 and Yr 5, for a variety of family orientated reasons.

Engagement

Glengala Primary School students are engaged and connected to our school community. We are proud to continue to build on our programs that support students to gain essential skills in developing resilience, persistence, engagement and social capacity. This is achieved through a number of school and community based educational programs such as Respectful Relationships, Rights and Resilience, Friendship Saver and Bounce Back as well as community partnerships with Bapcare, RMCC and Sunshine West Community Centre.

This year Glengala has focused on KIS related to the FISO dimension Empowering Students and Building School Pride. We have continued to embed a number of initiatives to foster school pride and student empowerment. These include focusing on empowering students to be part of their learning by setting aspirational goals. We have a variety of student led leadership roles including Junior School Council, Art Leaders, ICT Leaders and Green Warriors. Students are also authentically engaged as stakeholders via forums and surveys.

The school had a focus on developing models and structures for students to provide feedback to their peers and their staff about learning, as indicated in the 2019 AIP. Promote student ownership of learning goals increased from 75% in 2018 to 80% in 2019 and continues to be a key focus area for our school. Student Attitudes Toward School Survey saw an increase in Sense of Voice and Agency from 57% in 2018 to 62% in 2019 as well as a rise in Self-Regulation and Goal Setting from 78% in 2018 to 84% in 2019. We are very proud of these steady gains and in 2020 continue to work with our staff, students and community to embed a culture of engagement, ownership of learning and active participation within our school community.

In 2019 and this year, Glengala Primary School has continued to work with families to ensure students are at school and learning. The school introduced SMS messages to parents, requesting them to notify the school of any absences, and make phone calls when students have unexplained absences. Our 2019 average attendance results show an overall improvement over a 4 year period from 2016 and is similar to comparable schools. The school celebrates attendance with individual weekly awards, monthly year level awards and term trophies all celebrated at our school assemblies.

Wellbeing

Student social and emotional learning has continued to be a priority for Glengala Primary School. We know that if our students are not feeling safe at school or home then they are not able to learn to their full potential. We also know that the Government School Performance Summary ranks our school with a low socio-economic profile, this means that there are many barriers that our students face in accessing their learning. We are proud of the gains that we have achieved in student wellbeing. We provide our students with access to daily breakfast club, healthy snacks in their learning spaces and lunches. Alongside the above mentioned educational programs that we have implemented in our curriculum Glengala has also been heavily focused on the roll out of School Wide Positive Behaviour (SWPB), this was the focus for KIS 3 Setting Expectations and Promoting Inclusion in our 2019 AIP. The implementation of SWPB in 2019 saw the development of our expected behaviour matrix upon consultation with representatives from all sections of our school community alongside the development of behaviour trackers, data collection tools and tangibles for reward and recognition.

Glengala PS is below comparison to like schools when measuring Sense of Connectedness and Management of

Bullying, however our results do fall inside the 60% of all Victorian Schools. This has been a priority area of student wellbeing at Glengala, the implementation of Respectful Relationships, Rights and Resilience alongside Bounce Back and Friendship Saver programs as well as anti-bullying incursions have continued our focus on ensuring students feel equipped with the skills to stand up against bullying.

Glengala Primary School adopts a holistic community approach to student wellbeing. Glengala employs a full time social worker, a dedicated teacher and an ES in our wellbeing team. This team not only focuses on the social and emotional needs of the students but provides support, advocacy and referral pathways for families who require assistance with a wide-range of issues including housing, mental health, parenting supports, material aid and family violence.

We are very proud that our overall parent satisfaction, according to the Parent Opinion Survey, indicated pleasing results, performing above the median of all Victorian Government Schools. Regular food hampers are sourced and provided to our most vulnerable families, alongside regular parent/guardian coffee catch-ups allowing our wellbeing team to connect and support our community.

Financial performance and position

Glengala Primary School maintained a very sound financial position throughout 2019. The 2018-2022 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus of \$230,994. This surplus occurred through generous community grants and donations to camps, excursions and targeted teaching areas in 2019.

An amount of equity funding was not spent but was tagged in the 2020 budget. Within the Financial Commitments section of this report, the School Based Programs refers to the 1:1 program, whilst the Capital - Buildings/Grounds < 12 months refers to savings towards the building and grounds master plan.

For more detailed information regarding our school please visit our website at
www.glengalaps.vic.edu.au

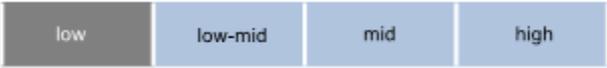
Performance Summary

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 Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 189 students were enrolled at this school in 2019, 89 female and 100 male.</p> <p>53 percent were EAL (English as an Additional Language) students and 2 percent 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

Achievement	Student Outcomes	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Below </p> <p>Below </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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

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

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>50%</td> <td>28%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>67%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>44%</td> <td>56%</td> <td>-</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>59%</td> <td>12%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>35%</td> <td>53%</td> <td>12%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	22%	50%	28%	Numeracy	17%	67%	17%	Writing	44%	56%	-	Spelling	29%	59%	12%	Grammar and Punctuation	35%	53%	12%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
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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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Similar ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; text-align: center;"> <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>89 %</td> <td>90 %</td> <td>89 %</td> <td>93 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	89 %	90 %	89 %	93 %	91 %	91 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
89 %	90 %	89 %	93 %	91 %	91 %	91 %										

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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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>Below ●</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>Below ●</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$2,573,151	High Yield Investment Account	\$428,172
Government Provided DET Grants	\$471,776	Official Account	\$98,275
Government Grants Commonwealth	\$6,563	Total Funds Available	\$526,448
Government Grants State	\$8,954		
Revenue Other	\$15,329		
Locally Raised Funds	\$111,700		
Total Operating Revenue	\$3,187,473		
Equity¹			
Equity (Social Disadvantage)	\$461,208		
Equity Total	\$461,208		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,447,455	Operating Reserve	\$72,679
Books & Publications	\$11,527	Other Recurrent Expenditure	\$13,992
Communication Costs	\$7,490	School Based Programs	\$150,000
Consumables	\$69,704	Capital - Buildings/Grounds < 12 months	\$275,000
Miscellaneous Expense ³	\$131,078	Asset/Equipment Replacement > 12 months	\$87,455
Professional Development	\$36,403	Total Financial Commitments	\$599,126
Property and Equipment Services	\$151,057		
Salaries & Allowances ⁴	\$31,815		
Trading & Fundraising	\$38,967		
Travel & Subsistence	\$23		
Utilities	\$30,958		
Total Operating Expenditure	\$2,956,478		
Net Operating Surplus/-Deficit	\$230,994		
Asset Acquisitions	\$24,923		

(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 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)

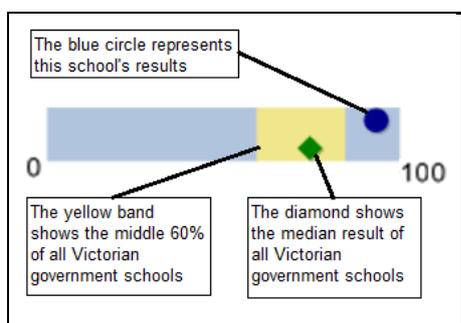
Engagement

- 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').