

2018 Annual Report to The School Community



School Name: Tecoma Primary School (3356)



- 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 Regulation 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 19 March 2019 at 03:36 PM by Rohan Thompson
(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 Regulation 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 20 March 2019 at 12:51 PM by Fiona Green
(School Council President)

Tecoma Primary School (3356)

About Our School

School context

Tecoma Primary School strives to create a responsive, cooperative, innovative teaching and learning environment. Currently with an enrolment of 428, we aim for development of the whole person as a committed life-long learner, who embraces self-development, achievement and contributes to their community. Our School Values of Respect, Integrity, Community, Creativity/Innovation, Learning and Personal Best are fostered in classroom practice and promoted through our weekly Student Achievement Awards.

We maintain a strong focus on literacy and numeracy supported by a sequential integrated curriculum, based around a whole school theme. Our curriculum provision is comprehensive, with four specialist areas delivering engaging Performing Arts, Visual Arts, Japanese and Physical Education outcomes. Bi-annually, every child in our school is an active participant in our whole school production. Under the guidance of our Primary Science Specialists, every child from Prep-6 has a weekly Science session, delivered by their classroom teacher.

Digital Technologies are integrated into classroom practice via a school wide network, televisions linked via AppleTV or interactive whiteboards in each learning area, which is further supported by desktops and trolleys of notebooks and ipads. Acknowledging the diversity of learning styles, the school is committed to integrating extra-curricular opportunities into all learning areas throughout the school.

We foster social competencies through musical productions, student welfare/KidsMatter days, school camps in grades 3-6, various sporting activities, our Buddy Program and a vegetable patch, utilised by our Environment group, which is one component of our extensive Year 6 Student Leadership program.

Our children are accommodated in modern 21st century classrooms, excellent facilities and spacious playgrounds which we, as a school community, take great pride in. Our historic main building has recently been refurbished into a modern Administration Block, our school community in 2015 built a Reading Room/Quicksmart room, which houses two innovative student support programs.

All areas of the school have been refurbished since 2011 with modern learning spaces. Last year, we opened our new 3-6 playground, showing the commitment of our whole school community towards targeted fundraising.

The school has 31.37 staff: 2 Principal Class, 2 Leading Teachers, 21.57 Teacher Class & 5.79 Education Support staff.

Framework for Improving Student Outcomes (FISO)

Tecoma Primary School worked in a network Community of Practice (C.O.P.) last year with other schools in the Dandenong Ranges, focusing on improving student outcomes in writing.

This collective effort led to our network of schools sharing resources, improving accountability practices and developing greater consistency in our programs to ensure that every student's point of need is catered to. By working beyond our local areas, exploring innovative research and embedding high quality teaching and learning, our FISO network will seek to improve our practice.

Last year, we changed our method of teaching spelling to the SMART spelling program. This year, we will continue to embed teachers in this program, new teachers being inducted in the program and other teachers continuing to develop through staff professional learning sessions, learning walks and feedback.

Our school was heavily involved in Dandenong Ranges network professional learning, with representation on the network executive, being the program coordinator school looking after the network finance as well leading the following communities of practice: Literacy, Numeracy, Transitions, Graduate and Music network.

Achievement

Our 2018 NAPLAN data results for grade 3 in the areas of Reading, Writing, Spelling, Numeracy and Grammar and Punctuation were all above state mean with Writing the closest to state mean. Grammar and Punctuation, Numeracy and Reading were the highest mean results we have had over the past 3 years.

Our 2018 NAPLAN data results for grade 5 were not as strong, with all being below state mean, though reading was

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extremely close to state mean.

This year, as per our Annual Implementation Plan, we will continue to focus on writing, embedding the professional leaning from last year. We will also continue to focus on the SMART spelling program that we started through our pupil free day in May last year. This year, we will continue to embed teachers in this program, new teachers being inducted in the program and other teachers continuing to develop through learning walks and feedback so we have a consistent, cohesive approach to spelling across the school.

We plan to implement aspects of the High Impact Teaching Strategies (HITS) through the leadership of our Literacy Professional Learning Team.

Three staff are being trained in the Bastow Literacy leaders course.

We have common, consistent planning documents and alignment between the Victorian Curriculum and our Unit planners. We will also focus on ensuring we are providing consistent, precise, teacher practice when delivering the curriculum.

All classroom teachers deliver weekly science sessions with the support of our formerly trained Primary Science Specialists.

Quicksmart Maths, tailored for students in grade 4-6 performing at or below the expected level, is offered to 12 children.

Our Reading Room program will continue to provide support for children, identified as requiring additional assistance in reading (grades 1-6), enabling over 48 students to have daily, extra reading tuition. Children will move on and off this program as their learning reaches the expected level, enabling this program to be more far reaching than just 48 over a year.

Curriculum is enriched through an extensive range of extra-curricular activities designed to engage students in their learning and strengthen their connectedness with peers, teachers and the school community.

This year, in late February, we joined other schools in our network Community of Practice (C.O.P.) for a whole day session with Glenn Pearsall focusing on precision teaching, engagement practices, assessment and orderly environment. This followed on from the Principal conference in August 2018.

We are also very much looking forward to our school review. We will looking in depth into our results against previous targets set in our Strategic Plan set 4 years ago. The Pre Review Self Evaluation will be written in term 1, setting the ground work for our school review on May 20.

The review will then set the direction for targeted professional learning for our school to meet targets set in the new School Strategic Plan.

Engagement

Our engagement results are strong with our student attendance data placing us in the category of 'similar' for 2018 and for the four-year average. In fact, our attendance records have been well under state average for the past 6 years, last year being 11.53 days per student as compared to 15.28 days per student across the state. Our students were on average at school 2 days more than the 2017 cohort of children. We believe part of this result can be attributed to not having a winter swimming lesson program in June, instead moving to a springtime program. We have also been vigilant on contacting parents when their child's absence is unexplained. Our unexplained absences dropped from 5.52 days in 2017 to 2.65 in 2018. By far our biggest contributor to students being away is family holidays at 3.46 days per student, a slight drop on the 2017 figure.

Our strong attendance results show a direct correlation with the very good results we achieve in relation to the Attitudes to Schooling Survey, Parent and Staff Opinion surveys.

In 2019, we will once again focus on student attendance with an emphasis on unexplained absences, punctuality and reducing lateness.

Our "It's not ok to be away" campaign has been successful with Principal Reward BBQ's (last year 101 students attended) and Punctuality Awards recognising those students not only with strong attendance records and also being on time. Whilst our attendance data is good in comparison to state, our focus will also be on further reducing the number of unexplained absences where parents are not giving reasons for their child's absences. These days plus being 5-10 minutes late, over the course of a week and a year adds up to be a considerable amount of lost learning time.

It is important that children want to be at school and we run numerous initiatives to keep our children engaged in their learning. Point of need teaching takes place in each classroom, where children are actively engaged and

Tecoma Primary School (3356)

extended. The use of Digital Technologies in the school has been enhanced with more devices available in classrooms with the disbanding of the computer lab, putting more desktops into learning areas and a further bank of laptops being purchased using voluntary contributions from parents.

We introduced student led “celebration nights” where the children and parents joined together and celebrated student learning.

Year 6 Graduation is a highlight where we congratulate and acknowledge our students’ academic and social excellence.

Students, especially in Year 6, have many opportunities to develop leadership skills. All grade 6 children have a leadership role where cross-aged tutoring occurs during the leadership hour.

The school continues to build links with pre-schools and high schools. The preschool children are offered 8 transition sessions, an orientation day, an information night and a teddy bears picnic with their buddy to assist with their transition into the school. We survey parents and in the past 5 years we have had 100% satisfaction regarding our transition program.

We run our whole school Transition Week where children meet others in their new grade levels. Staff are provided with time to ‘talk’ about individual students with the ‘next year’s teacher’ to support transition within the school. We will constantly seek further opportunities for cross unit professional discussion and will provide orientation activities to support the transition process and for the passing on of student information. We actively use our Learning Management System “GradeXpert” to track student growth and well being.

In 2019, the grade 3-6 children will go to Phillip Island and Derby Hill Blue Light Bike Education Camp respectively for their school camps.

Wellbeing

In the online Student Attitudes to School survey which was completed by students in grades 4-6 throughout Victoria, 17 of our 19 variables are above state and we come in as “similar” with like schools. As this is the second year this survey has been completed, we can only compare to 2017 figures. Out of the 19 variables, 15 were higher than the previous year which is a good result.

Teachers are dedicated to providing extra opportunities for the children to participate and shine.

With all children having different interests and needs, throughout the week, we run a variety of recess and lunchtime activities for students who wished to take advantage of these opportunities. These ranged from Volleyball, Drawing Club, Drama Club, Chess Club, Robotics, Coding Club (Junior and Senior), Writing Club, Library open at lunchtimes, David Attenborough Club, Mythbusters, Aerobics, Yoga, Soccer, Lego Club, Choir, Grade 1/2 “wow dancers” and various instrumental lessons. These activities all provide opportunities for the students to develop/maintain different interests and assist in helping students stay connected to the school.

The students at Tecoma Primary School are able to access a variety of different supports. The Department provides a Psychologist and a Speech Pathologist who work with our students and their families on a weekly basis. In addition, we contracted Brave HQ to provide counselling services for students as part of the Mental Health Plan.

They work in conjunction with our wellbeing coordinator to support our students and their families on a weekly basis.

Buddy programs are used to develop student connectedness. We continue to build on our grade 4 buddy program with the local pre-school children, fostering relationships. The grade 4 children become the grade 5 buddies to the new Prep children. The grade 6 leadership program provides children with meaningful roles involving mentoring students from other levels in sport, science, environmental studies, computer, art and music. The children in grade 6 participate in a public speaking course. We will prepare the children with information nights involving guidance officers, social workers and transition coordinators as they move through the school and prepare for secondary schooling.

We are now a fully accredited KidsMatter school where social and emotional well being is fostered in a caring and supportive way. This work in conjunction with the ‘Bounce Back’ sequential program reinforces well being within and outside the classroom.

Conflict issues are resolved using the Restorative Practices approach, where students have a voice and work through their problems and develop their skills in conflict resolution through a supportive environment.

Financial performance and position

Tecoma Primary School (3356)

FINANCE: CASH REPORT.

Tecoma Primary School Official Account & HIY Balance as at the 31st December \$141,518.77

School Council agreed to keep to the Parent Payment Policy Guidelines and Essential Item Revenue for 2018, raising \$51,195.00

Voluntary Contributions for 2018 \$ 23,500.00 (approx.). These funds were used to purchase 20 l pads and to update the Senior Playground.

Funding was also received for School Maintenance (CARS). This was to upgrade bitumen areas, guttering, security lighting, and retaining walls and replace carpet in the library. (Total of \$18,000)

Out of School Hours care: Large increase in enrolments for 2018 for both Before School Care and After School Care.

Total Revenue for 2018 parent payments: \$124,865.00 Government Rebate: \$101,808.60. This equated to quite a large profit for 2018, which Finance Committee has agreed to use these fund to upgrade the hall, which the program operates in.

Expenses for 2018: A large increase in Casual Relief Staffing due the introduction of Professional Practice Days up by \$31,050.00 from 2017.

Tecoma Primary School is also the Co-Coordinator school for the Dandenong Ranges Network, which holds and distributes funds for the Network.

School Fete was also held which raised a net profit of approx. \$10,000.00. These funds have been carried over to 2019 to assist with the possible purchase of security cameras for the school or line marking around the school.

For more detailed information regarding our school please visit our website at

<https://tecomaps.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

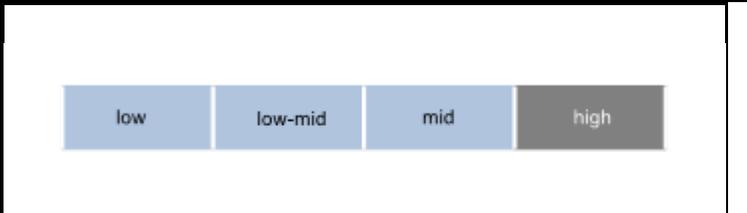
Enrolment Profile

A total of 409 students were enrolled at this school in 2018, 210 female and 199 male.

1 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

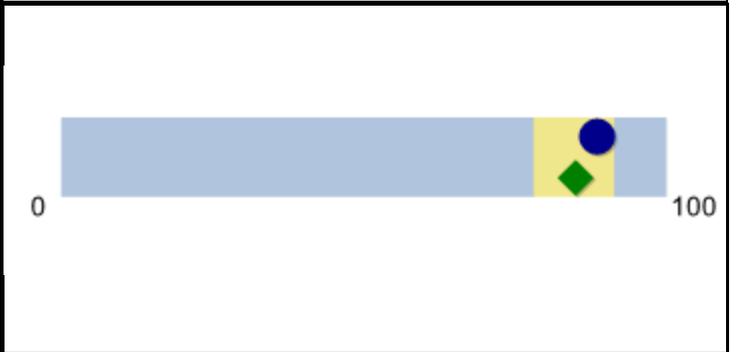
Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

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

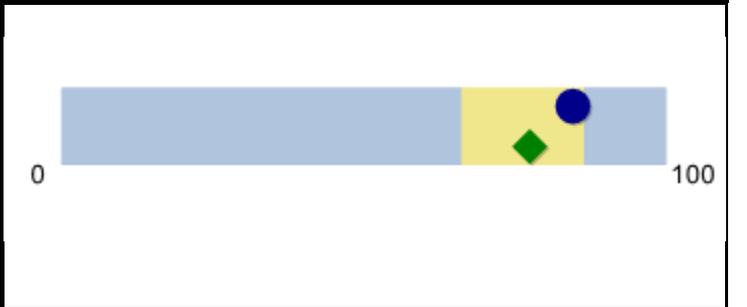
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



School Staff Survey

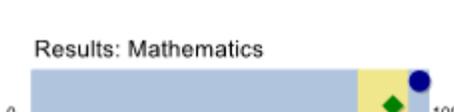
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

Key: Range of results for the middle 60% of Victorian Government 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> Lower</p> <p> Lower</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> 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> Lower</p> <p> Similar</p> <p> Lower</p> <p> Lower</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"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>34%</td> <td>49%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>56%</td> <td>35%</td> <td>8%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>52%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>42%</td> <td>50%</td> <td>8%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>40%</td> <td>44%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	34%	49%	17%	Numeracy	56%	35%	8%	Writing	35%	52%	13%	Spelling	42%	50%	8%	Grammar and Punctuation	40%	44%	17%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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: 

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="545 913 1032 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>94 %</td> <td>95 %</td> <td>93 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	95 %	93 %	94 %	95 %	94 %	94 %	<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										
94 %	95 %	93 %	94 %	95 %	94 %	94 %										

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	\$2,879,822	High Yield Investment Account	\$120,459
Government Provided DET Grants	\$197,337	Official Account	\$15,220
Government Grants Commonwealth	\$104,709	Other Accounts	\$5,840
Revenue Other	\$98,805	Total Funds Available	\$141,519
Locally Raised Funds	\$413,119		
Total Operating Revenue	\$3,693,791		
Equity¹			
Equity (Social Disadvantage)	\$17,649		
Equity Total	\$17,649		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,908,699	Operating Reserve	\$130,744
Books & Publications	\$2,701	Other Recurrent Expenditure	\$471
Communication Costs	\$4,920	School Based Programs	\$6,803
Consumables	\$106,008	Funds for Committees/Shared Arrangements	\$3,500
Miscellaneous Expense ³	\$201,801	Total Financial Commitments	\$141,519
Professional Development	\$80,998		
Property and Equipment Services	\$225,558		
Salaries & Allowances ⁴	\$171,744		
Trading & Fundraising	\$47,927		
Utilities	\$32,336		
Total Operating Expenditure	\$3,782,691		
Net Operating Surplus/-Deficit	(\$88,900)		
Asset Acquisitions	\$0		

(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 04 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)

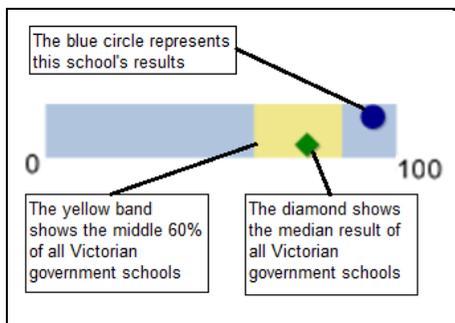
Engagement

- 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).

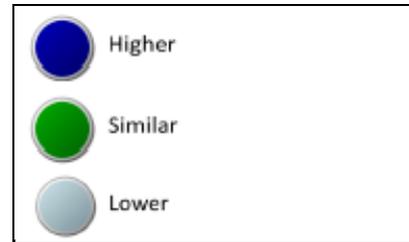


What does *School Comparison* refer to?

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').