

# 2019 Annual Report to The School Community



School Name: The Lake Primary School (3581)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 17 April 2020 at 03:35 PM by Bernadette Warburton (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 22 July 2020 at 12:41 PM by Bruce Symes (School Council President)

## About Our School

### School context

The Lake Primary School is situated adjacent to Lake Hawthorn, 8 kilometres west of Mildura on the Calder Highway. The majority of students are from the school's catchment area of Cabarita, Birdwoodton and parts of Mildura South. The Lake Primary School provided an attractive, safe and personalised learning environment for the progressive increase of 297 student enrolments this year with a total of 14 classrooms. The school is supported by strong parent involvement which was highlighted by the very successful 2019 Italian Style Fete. This clearly reflects the community's high level of engagement in the support of the school's programs, culture and academic philosophy. Parents are involved in many ways such as School Council, Parent's Club, classroom reading and supporting social and sporting events. The school mantra of 'Every Student Matters, Every Moment Counts' continues to highlight the focus of Students First at The Lake Primary School. The school aims to provide a purposeful academic, social and physical learning environment and inclusive curriculum. This is encouraged through a strong family oriented, rural school setting and utilises the local environment to enhance student learning and community development. The core values of respect, learning, success, resilience and tolerance are role modelled in our daily work. This school has 23.4 equivalent full-time staff: 2.0 principal class, 18.8 teachers and 2.6 Education Support staff. The school offers a comprehensive curriculum based on the Victorian Curriculum with an ongoing emphasis upon Literacy and Numeracy supported by the positions of a Leading Teacher and Literacy Specialist. The commencement of the two year PMSS training for our math coaches has been an exciting addition to our curriculum. ICT also continues to be a major focus in the school. Specialist programs are conducted in Art, Science, LOTE, (Indonesian) Physical Education, Literacy Intervention and SELL intervention programs. Internal Literacy programs also provide valued support and guidance for teachers. The Lake Primary School has one International student who is supported by the Mildura English Language Centre. We have continued the Primary Welfare position of two days per week which has been a tremendous support for students and their families. The Lake Primary School's After School Care program is well attended by our school community, providing opportunities to nurture, encourage and enhance learning in a safe and engaging environment. The school has continued to embed the Compass Student Management system. Daily attendance rolls, student management, student reporting and student Learning Task samples uploaded online are all features of the program. It is envisaged that Compass will become the main communication tool between school staff, students and parents.

### Framework for Improving Student Outcomes (FISO)

#### 2019 Improvement Initiatives

Goal 1: Building Practice Excellence-To fully align with the Framework For Improving Student Outcomes (FISO) to collectively build the capacity of the school to deliver more effective teaching, improved learning and improved schooling outcomes.

Key Improvement Strategies-To strengthen Professional Learning Teams and collaboration with a specific ongoing focus on the delivery of the Reading curriculum throughout the school.

#### Actions:

- \*To prioritise weekly opportunities for PLT's to analyse data (Literacy & Numeracy) and assess intervention strategies.
- \* To establish a schedule to facilitate regular 'Peer Observations' and 'Learning Walks.'
- \* To continue the 'Coaching' program to further enhance the delivery of the school-wide Reading curriculum.
- \* To create an effective storage space to house all Reading materials.

#### Activities:

Teachers complete On Demand, Running Records, Essential Assessment, WRAP and TORCH Assessments each term and regularly analyse data sets.

Leading Teacher and Learning Specialist to conduct a regular Literacy Coaching program focusing on enhancing teaching practices in Reading across the school.

Progress: In 2019, there was a heightened focus on increasing collaboration amongst staff aimed toward increasing teacher effectiveness and improving individual student outcomes. Like the previous two years, Reading has remained a focus. PLT's took on greater significance with meetings scheduled three times each Term. All teaching staff were

allocated to either the Literacy PLT or the Numeracy PLT with representation from each Unit. A major focus of these regular PLT's has been analysing student data and developing individual and group intervention strategies.

'Peer Observations' and 'Learning Walks' became more regular and meaningful. Our Leading Teacher and Learning Specialist visited classrooms regularly with a clear focus. Feedback sessions were prioritised to provide direction and consolidate learning.

The coaching program has remained very impactful. Our two 'expert' teachers were allocated one full day each week to coach two colleagues over a 3-week block. Releasing these 'expert' teachers from face-to-face teaching duties is costly, however the improvement in teaching practices and increased consistency across all 14 classrooms has been impactful.

Storage space to house F-6 reading materials in one central location has increased throughout 2019. The school has budgeted to further increase this storage capacity in the future.

**Goal 2: Building Leadership Teams-** To strengthen whole-school capacity for distributed and accountable leadership.

**Key Improvement Strategies-** To provide staff with access to mentoring, leadership development and coaching programs, both internally and externally, in order to successfully undertake leadership roles.

**Actions:**

- \* To build the leadership capacity of Unit Coordinators, Maths Specialists, Leading Teacher, Learning Specialist, Assistant Principal and Principal through professional learning and mentoring etc.
- \* To build the capacity of the newly appointed Maths Specialists through external professional development and opportunities to regularly lead whole-school professional learning.
- \* To build the capacity of every teacher to deliver high interest, evidenced-based, consistently implemented programs (Via The Lake Primary's participation in the 2019 School Improvement Mathematics partnership with Nichols Point Primary and Merbein P-10 College)

**Activities:**

- \* Facilitate Aspirant Principal mentoring program on a regular basis.
- \* Participate in Leadership programs such as Primary Mathematics Specialist Initiative, School Improvement Partnership (Numeracy) and Bastow.
- \* Participate in weekly PLT's (Literacy & Numeracy) at the unit and curriculum level

**Progress:** In general, staff at The Lake Primary School have continued to display a positive growth mindset with clear intentions to build their leadership capacity and to contribute meaningfully to a variety of teams. There has been a deliberate focus to build the leadership capacity of the 'middle leaders' throughout the school by providing opportunities to lead professional learning sessions, visit neighbouring schools to view alternative practices, run school events, etc. Our two nominated Maths Specialists (Primary Maths & Science Specialists) completed their first year of a 2-year program undertaking approximately 80 hours of professional development in Melbourne. Subsequently, the Maths Specialists conducted several worthwhile professional learning sessions at school aimed toward altering and improving teaching and learning practices in Numeracy school-wide. Pleasingly, staff have been supportive and noticeable changes are evident across the school already.

Throughout 2019, we further consolidated our strong connection with neighbouring schools, Merbein P-10 College and Nichols Point Primary School via our involvement in the SIP program. A small amount of allocated DET funds were spent carefully, which involved school visits to share common and alternative teaching and learning practices. Our involvement in the SIP program will continue throughout 2020 with two new partner schools – Red Cliffs East PS and Ranfurly PS.

## **Achievement**

The Lake Primary School achieved varied NAPLAN results in 2019 with Year 5 Numeracy being 'Above' in the 'Similar School Comparison'. Year 5 Reading, Year 3 Reading and Numeracy being below in the 'Similar School Comparison'. The Lake Primary School was below the 'State Median' for year 3 Reading and Numeracy and Year 5 Reading and Numeracy' for the 4 year average.

Building Practice Excellence has been a major improvement initiative in 2019. Considerable progress has been achieved. The Coaching program and a large percentage of our Professional Learning has focused on Building Practice Excellence and in particular Reading. Continued Unit planning, incorporating the 4 Professional Practice Days in accordance with the Agreement, has led to consistency in curriculum delivery. Throughout 2019 there has been an ongoing extensive focus on data recording and analysis supported by the continuation of SPA as a central data collection point.

Building Leadership Teams remained a major improvement initiative this year. PLT's have been allocated additional time on a regular basis with all staff mandated to participate in either a Literacy or Numeracy PLT. In general, units and teams have functioned purposefully and cohesively throughout 2019. (2019 Staff Opinion Survey: Teacher Collaboration has decreased slightly from 70.67 in 2018 to 68.42 in 2019. Our 2019 Attitudes to School data indicates that the majority of students feel connected to school. However it has been identified that a small cohort of Year 6 boys feel a sense of dis-engagement and disconnectedness to school. Stimulated Learning (83%), Teacher Empathy (78%) and Student Behaviour (82%) remains positive in Years 4-6.

The continuation of the Literacy and Numeracy Coaching programs will continue to provide additional support in 2020.

## Engagement

The attendance data in 2019 showed relatively high attendance rates across all year levels with attendance rates above 90%. The number of absence days was slightly below the 'State Median' but above the 'Similar School Comparison'. Absence days are slightly higher for the four-year average. Programs such as SMART-Start, internal and external leadership programs, major excursions, Eisteddfod, STOMP Dance Academy, specific leadership roles, etc. promote strong relationships between students and staff.

Considerations for 2020 to increase school connectedness and engagement-

- \* Investigate suitable school-wide positive behaviour program options.
- \* Decide on a preferred school-wide positive behaviour program and upskill staff.
- \* Introduce and publicise the new program to the school community.
- \* Review the progress to date at the end of 2020.
- \* Maintain the Primary Welfare program role at 0.4 time fraction per week with consideration for an increase to 0.6 per week.
- \* Primary Welfare Officer to introduce programs designed to enhance student voice and agency.
- \* Well-being team re-formed and meet regularly to monitor and review the changes introduced via the new school-wide positive behaviours program.

## Wellbeing

The Primary Welfare Officer has been a significant support for students and their families. This is a 0.4 position at The Lake Primary School with intentions to increase this time fraction to 0.6 in 2020. The new Primary Welfare Officer was appointed in May following a temporary vacancy of 18 months. Prior to this appointment, the Assistant Principal was attending to the welfare issues of students and associated families. This was both inadequate and conflicting as the Assistant Principal was also responsible for student management across the school.

Since joining our team, the Primary Welfare Officer, in a short time, has established meaningful relationships with many of our students and families. She has an in-depth understanding of existing external agencies and their available support, has proven to be extremely professional and confidential, as well as displaying a wonderful sense of 'team'. This has proven to be a very valuable appointment.

### **Financial performance and position**

Our surplus as at 31/12/2019 was a very healthy \$242,536 which highlighted our hugely successful fundraising efforts from our School Council run Inaugural Fete and the continued successful fundraising efforts of our Parents & Community Group and good financial management. We received additional funding from the Department in the form of a Maintenance Blitz Grounds allowance which allows us to continue to maintain and improve our facilities. Fundraising purchases and Blitz works will be carried out in 2020, hence the healthy surplus. The Equity funding of \$83,629.82 was received and subsidised the Literacy Intervention Program for students prep to year 4.

In addition, two of our teaching staff have commenced a two year "Primary Maths and Science Specialists" role where they access 120 hours of Professional Development which is shared with all staff at The Lake PS to build capacity to improve teacher effectiveness and increase individual student outcomes. The School Council and Finance Committee closely monitored all budgets and expenditure with the support of the school's capable and proactive Business Manager.




**For more detailed information regarding our school please visit our website at [thelakeps.vic.edu.au](http://thelakeps.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 298 students were enrolled at this school in 2019, 140 female and 158 male.

1 percent were EAL (English as an Additional Language) students and 5 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

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Key:</b> 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><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Above </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><b>NAPLAN Year 3</b></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><b>NAPLAN Year 5</b></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>Below </p> <p>Above </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











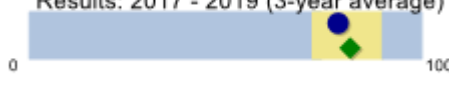

Achievement	Student Outcomes	Similar School Comparison																																
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning 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>29%</td> <td>53%</td> <td>18%</td> </tr> <tr> <td>Numeracy</td> <td>24%</td> <td>47%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>29%</td> <td>53%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>12%</td> <td>59%</td> <td>29%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>59%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	53%	18%	Numeracy	24%	47%	29%	Writing	29%	53%	18%	Spelling	12%	59%	29%	Grammar and Punctuation	24%	59%	18%	<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>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> 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><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></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>93 %</td> <td>91 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	93 %	92 %	93 %	91 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	91 %	93 %	92 %	93 %	91 %	93 %										

## Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar
 Below			
Wellbeing	Student Outcomes	Similar School Comparison	
<p><b>Students Attitudes to School - Sense of Connectedness</b></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><b>Results: 2019</b></p>  <p><b>Results: 2017 - 2019 (3-year average)</b></p> 	<p>Similar </p>	
<p><b>Students Attitudes to School - Management of Bullying</b></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><b>Results: 2019</b></p>  <p><b>Results: 2017 - 2019 (3-year average)</b></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	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,405,164	High Yield Investment Account	\$238,793
Government Provided DET Grants	\$394,988	Official Account	\$3,744
Government Grants Commonwealth	\$40,821	<b>Total Funds Available</b>	<b>\$242,537</b>
Revenue Other	\$58,275		
Locally Raised Funds	\$351,886		
<b>Total Operating Revenue</b>	<b>\$3,251,134</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$83,630		
<b>Equity Total</b>	<b>\$83,630</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,393,349	Operating Reserve	\$115,369
Books & Publications	\$15,968	Other Recurrent Expenditure	\$4,236
Communication Costs	\$3,821	School Based Programs	\$32,017
Consumables	\$82,122	Funds for Committees/Shared Arrangements	\$25,456
Miscellaneous Expense <sup>3</sup>	\$86,545	<b>Total Financial Commitments</b>	<b>\$177,078</b>
Professional Development	\$12,389		
Property and Equipment Services	\$171,443		
Salaries & Allowances <sup>4</sup>	\$234,590		
Trading & Fundraising	\$101,639		
Travel & Subsistence	\$11,871		
Utilities	\$29,943		
<b>Total Operating Expenditure</b>	<b>\$3,143,682</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$107,453</b>		
<b>Asset Acquisitions</b>	<b>\$8,234</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school  
 (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.  
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.  
 (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in 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)

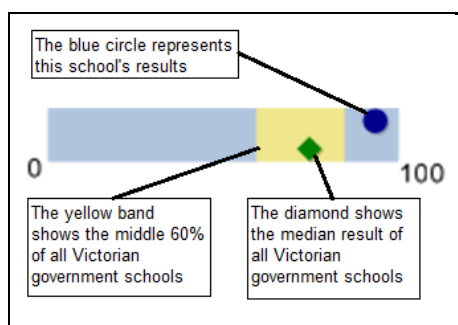
### Engagement

- 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).

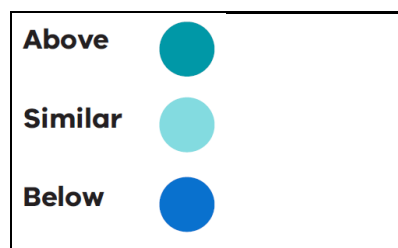


## What does *School Comparison* refer to?

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').