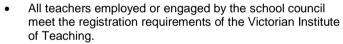# 2018 Annual Report to The School Community

School Name: Sunbury Heights Primary School (5197)

- 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 02 April 2019 at 09:39 AM by Kaye Mills (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 02 April 2019 at 11:32 AM by Nicole Cameron (School Council President)

About Our School

School context

In 2018 Sunbury Heights Primary School remained focused on implementing the Education State themes of Learning For Life, Happy Healthy and Resilient Kids, Breaking The Link and Pride and Confidence in our schools. Our school wide belief is that "no child regardless of social status or postcode will miss out on a first class state school education." We aim to provide a safe and supportive environment that promotes a passion for learning, enhances personal growth and wellbeing, encourages curiosity, and equips all students with the necessary confidence, skills and knowledge to become lifelong learners and valued members of society. Situated to the south of Gap Road the school and the school community are geographically isolated and the community does not have access to the facilities that exist to the north of Gap Road and the township of Sunbury. Many families live in rental accommodation close to the school or on the Ashfield Estate. Our SFOE index is .5449 which sees us classed as a school as one of social disadvantage. The school equivalent full time staff is 22, with 2 Principal Class Officers20 classroom teachers and 14 Education Support Staff. The school runs 17 classrooms and specialist classes in Art, Science, PE and LOTE (Foundation and Years 1 and 2) Three playgroups run out of the Community Hub aimed at developing the literacy, numeracy and social skills of future students who are deemed vulnerable on the AEDI index . Breakfast Programs support our families twice a week. Adult Education, Community Services and Parenting Programs occur on a regular basis. The school has embedded practices for the diversity of parents/cares and family members to be engaged to understand the learning progress of their children and how to effectively support them to learn.
Recruitment in 2018 was aimed at attracting staff who could build the leadership capacity of the school. The newly appointed Assistant Principal's knowledge especially in the area of literacy has been of great benefit to the school. Leading Teacher positions were created to support the implementation of improvements in Numeracy and School Wide Positive Behaviors. We have aimed to build a culture of collaboration around professional learning, focused on building teacher capacity, knowledge and confidence in all areas of the curriculum. Our commitment to breaking the link also saw us prioritizing the position of a Welfare Coordinator, a Community Coordinator and a chaplain. Sunbury Heights Primary School is becoming known as one that has the personnel, programs and processes in place that supports students with more complex needs. We have formed partnerships with partnership with Community Hubs Australia, Hume City Council, CASEA and Yarra Me. Of the total student population, 15 are of Aboriginal or Torres Strait Islander descent, 4 live in Out Of Home Care, 17 are EAL, 9 are on the PSD program and 20 students have ASD. Equity funding has been used to employ ES staff to support students with additional needs but don't receive PSD funding. The school works in collaboration with all schools in SDRN. This has enabled us to be involved in the second year of a very successful Community of Practice around a Middle Years Numeracy Project. We have innovative transition practices and partnerships with kindergartens and local secondary colleges. This ensures that the students entering Foundation and those moving to secondary schooling are well catered for.
Two State Government Grants has seen us begin the design process for a Shared Facility that will be shared between Sunbury Heights Primary School, Sunbury Downs Secondary College and the community. An Early Learning Centre will be built on the Sunbury Heights site. During 2018 student numbers significantly increased and a MOD 5 was delivered in December. A Capital Works Project was awarded funding and the design for an allocated room for STEAM began.

Framework for Improving Student Outcomes (FISO)

Curriculum Planning and Assessment
To build the skills, knowledge and capacity of teachers thereby ensuring the planning and delivery of numeracy and literacy reflects current best practice.
Developed scope and sequence documentation for both areas accessing Victorian Curriculum Continuums
Professional Practice Days aligned to literacy and numeracy goals in AIP
Team collaborative planning using google Docs platform
Community of Practice Middle Years Numeracy Project rolled out to other teaching teams
Coaching and modelling with graduate teachers in literacy and numeracy

Staff professional development of Bastow Leading Literacy
Strategic selection of staff to participate and lead implementation across the school
AIP focused staff meeting professional development to build capacity

Setting Expectations and Promoting Inclusion
To implement a shared approach supporting the health, wellbeing, inclusion and engagement of all students at our school.
Designated Student Engagement and wellbeing coordinator released form classroom
Partnerships with outsourced agencies developed and sourced to ensure students are supported with their learning (eg Autism Connect)
to be included in activities such as camps and excursions .
Leading teacher SWPB appointed(released from classroom 1 day per week)
Whole school implementation of school wide positive behaviors Strategic selection of staff to participate and lead implementation across the school
AIP focused staff meeting professional development to build capacity and teacher knowledge SWPBs
SDRN Combined Curriculum Day on SWPBs
Partnership with Yarra Me for outreach services
Whole school Curriculum Day focused on students who are identifying with Trauma, ASD, severe behavior through Partnership with CASEA
Introduction and implementation of whole school House Spirit Program
Visual signage promoting school values
Breakfast Clubs, Fathering Project established
Respectful Relationship Professional Development received funding to be a Partner School

Achievement

Literacy 2018 Goals and Initiatives
1.To build staff knowledge with Vic Curriculum and engage in department literacy strategies.
2. Research current best literacy practices
3. Develop teacher knowledge and capacity to plan and implement different teaching practices in reading, writing and speaking and listening.
4. Develop teacher knowledge of comprehension strategies and consistent instructional practice that best supports the acquisition of these strategies.
4. Ensure effective allocations of resources, ensuring Literacy Leader, coaching, peer observations etc.
5. Develop and implement a school-wide approach to data collection and analysis, including a yearly assessment schedule and moderation of evidence of student learning progress.

Numeracy 2018 Goals and Initiatives
At Sunbury Heights, staff will implement a comprehensive, documented, sequential mathematics curriculum, designed to ensure the teaching and learning programs offered to students are based on well researched, best practice teaching.
Staff will participate in extensive Professional Development in the areas of the High Impact Teaching Strategies (HITS) and John Hattie's effect size, to support both the delivery, assessment and evaluation of the mathematics curriculum.
Instructional rounds will be introduced in a supportive, transparent way. This will ensure the current coaching and modelling framework is expanded upon to become embedded practice.

Student achievement goals, outcomes and highlights over the past year
The Panorama Report indicates that in 2018 (as compared to 2017 NAPLAN data) the NAPLAN reading data reflected
An increase in Year 3 to 45% of students in the top two bands and a decrease to 9% of students in the bottom to

bands.
An increase in Year 5 reading data showed an increase to 38% in of students in the top two bands and an increase of students in the bottom two bands.
 Writing data in NAPLAN Year 3 reflected a decrease of students in the top two bands and an increase of students in the bottom two bands
Writing data in NAPLAN Year 5 reflected an increase in the top two bands and unfortunately an increase in the bottom two bands
Numeracy data in NAPLAN Year 3 reflected a decrease in the top two bands and an increase of students in the bottom two bands
Numeracy data in NAPLAN Year 5 reflected a decrease of students in the top two bands and an increase of students in the bottom two bands

Proposed future directions and strategies?
The above data indicates that the key initiatives and improvement strategies need to be maintained in 2019.
There is a need for there to be consistency around best practice in the teaching of writing and numeracy.

Strategies that will need to be introduced or maintained
Renewed focus on Victorian Teaching and Learning Model - Vision for Learning, Practice Principles, Pedagogical Model and High Impact Teaching Strategies
Coaching and modelling around Professional Learning Community Model and Data Literacy
Employment of Literacy (writing) and Numeracy Coach
Build capacity of Education Support staff to introduce intervention strategies (such as GRIN) in Numeracy

Engagement

 2018 Engagement Goals and Initiatives
To improve student engagement in the three interrelated components behavioral, emotional and cognitive. Each Sunbury Heights student will be connected and engaged in their learning.

Student achievement goals, outcomes and highlights over the past year
According to our Panorama Report our data indicates a slight increase in the number of students who have been absent less than ten days
There is also an indication that there is a slight improvement in the number of students who have been absent 20 plus days
The high absenteeism across some year levels can be attributed to students in vulnerable family situations , students with additional physical and mental health issues, students living in Out of Home Care and Indigenous Students

 In 2018 strategies that were introduced to reduce absenteeism included adherence to DEECD guidelines re parent contact daily re unexplained absence. This resulted in a reduction of unexplained absence and encourage parent contact with school. Other strategies included Preventative Programs such as lunchtime programs, student leadership roles, Whole School House Spirit Program, Breakfast Programs, Food Bank, Parenting Courses and liaison with outside agencies and support services.

Strategies that will need to be introduced or maintained
The above data indicates that the key initiatives and improvement strategies need to be maintained in 2019.
DEECD Initiatives will be implemented with integrity.

Wellbeing

2018 Wellbeing Goals and Initiatives
1. Build teacher capacity to develop and implement the School Wide Positive Behaviors Framework, Respectful Relationships and Safe School Standards.
2. Maintain and develop partnerships with external agencies.
3. Introduce the CASEA program and implement a whole school approach to dealing with children with additional needs
4. Ensure effective allocation of resources for the area of student wellbeing

Student achievement goals, outcomes and highlights over the past year
School values and improved classroom and playground behavior is evident across the school.
Respectful Relationships Partner School
Our Panorama Report data indicated that we maintained measures in Learning Confidence in the Attitudes to School Survey.
The most positively endorsed factor for students in Years 4- 6 was 'High Expectations for Success' with 94% endorsement. The most improved factor was 'Not experiencing bullying' which improved by 3.7 percentages from 2017.
Our 2018 student attitude to school data indicates that 84% of year 4 students, 83%of year 5 students and 71%of year 6 students feel connected to the school
94% of Year 4 students,91% of Year 5 students and 83% of year 6 of students feel a sense of inclusion.

Strategies that will need to be introduced or maintained
Investigate ways to increase student voice and agency
Investigate the use of a student feedback tool eg Pivot
Professional development for teachers on how to support students through purposeful explicit feedback on student learning and outcomes
Professional development of staff re student wellbeing personal information and concerns
 Professional development of staff re data (eg collective efficacy, connectedness, inclusion, and bullying measures)
 House Spirit, SWPB
 Collaborated school Values rolled out across the school
Student Inquiry
Writer's notebook
Enhanced leadership programs and roles.
Development of ILPs for Koorie ,OHC and students performing twelve months above or below standard
Maintain and develop partnerships with external agencies.
Implement a whole school approach to dealing with children with additional needs

Financial performance and position

At the end of 2018 the annual result for Sunbury Heights saw us having a surplus of $21,267. A clear direction, improved processes for management of school budgets and the additional equity funding were the main reasons for this. One of the main reasons for extraordinary expenditure was due to the increase of students who required additional support and were not funded. The implementation of Professional Practice days and involvement in State Wide initiatives such as PSWB, Respectful Relationships and Communities of Practice saw a great proportion of our cash allocation being used to accommodate teacher release and employment of CRT's. During

2018 the school's enrolment significantly increased and furniture was required to accommodate this growing number. Professional Development of staff was required to ensure state wide initiatives re literacy and Numeracy Leadership was being implemented. In 2018 the school was advised that they would be in receipt of funding for a capital works project. In 2019 the school may be required to supplement the works as some necessary items (eg blinds and furniture are now tender items.

Sunbury Heights Additional funding that the school received from the Federal Government included funding from Community Hubs Australia. This funding was used to support the DEECDs key initiatives of family and community engagement and breaking the link of disadvantage. Funding was used to employ a community liaison officer and employ local staff for running playgroups based on improving literacy and numeracy. Funding was also received from the Federal Government's Chaplain Program. This funding was supplemented by the school and the chaplain supports the Wellbeing component of our AIP. Funding at a Federal level has also been obtained from Sporting Schools Australia. This funding has supported the happy and healthy students' initiative by providing our cohort of students specialized sporting programs that they would otherwise not have access to. Local Government Funding from Hume City Council has been used to contribute to the Community Hub. The school also has a responsibility to contribute financially to this program.

Performance Summary

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

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

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

SCHOOL PROFILE

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

Enrolment Profile

A total of 378 students were enrolled at this school in 2018, 173 female and 205 male.

5 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

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

Parent Satisfaction Summary

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

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	82.5	85.1	78.3	91.6

School Staff Survey

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

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

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	69.7	77.7	66.6	86.7

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

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

ACHIEVEMENT

Teacher Judgement of student achievement

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

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	**Percent**	**Percent**	**Percent**	**Percent**	
English	80.9	90.1	82.6	95.3	Similar
Mathematics	80.9	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

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

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	**Domain - measure**	**Percent**	**Percent**	**Percent**	**Percent**	
Year 3	Reading (latest year)	77.3	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	71.1	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	65.4	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	51.9	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	**Domain - measure**	**Percent**	**Percent**	**Percent**	**Percent**	
Year 3	Reading (4 year average)	69.3	71.4	57.6	83.6	Higher
Year 3	Numeracy (4 year average)	59.9	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	55.6	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	49.1	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

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

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

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

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

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	35.6	55.6	8.9
Numeracy	24.4	60.0	15.6
Writing	31.0	35.7	33.3
Spelling	12.2	58.5	29.3
Grammar and Punctuation	26.8	56.1	17.1

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

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

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	18.3	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	17.9	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	93	92	91	91	90	90	88

WELLBEING

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	79.3	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	80.0	81.7	73.8	88.7	Similar

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	71.8	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	73.7	81.8	73.7	89.7	Similar

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$3,114,714
Government Provided DET Grants	$539,771
Government Grants Commonwealth	$4,700
Government Grants State	$42,564
Revenue Other	$35,048
Locally Raised Funds	$245,436
Total Operating Revenue	**$3,982,234**

Equity [1]	Actual
Equity (Social Disadvantage)	$361,053
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$361,053**

Expenditure	Actual
Student Resource Package [2]	$3,170,606
Adjustments	$0
Books & Publications	$12,204
Communication Costs	$6,062
Consumables	$90,341
Miscellaneous Expense [3]	$148,102
Professional Development	$35,143
Property and Equipment Services	$211,544
Salaries & Allowances [4]	$199,406
Trading & Fundraising	$50,780
Travel & Subsistence	$0
Utilities	$36,781
Total Operating Expenditure	**$3,960,967**
Net Operating Surplus/-Deficit	**$21,267**
Asset Acquisitions	**$0**

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	$212,094
Official Account	$23,887
Other Accounts	$43,180
Total Funds Available	**$279,161**

Financial Commitments	Actual
Operating Reserve	$120,403
Other Recurrent Expenditure	$3,141
Provision Accounts	$5,491
Funds Received in Advance	$56,091
School Based Programs	$15,574
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$0
Repayable to the Department	$56,088
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$8,000
Maintenance - Buildings/Grounds < 12 months	$14,371
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	$279,161

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

WHAT DOES THE *PERFORMANCE SUMMARY* SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
    - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
    - English and Mathematics for Teacher Judgements against the curriculum
    - All subjects for Victorian Certificate of Education (VCE) examinations (secondary schools).

Engagement
- student attendance and engagement at school, including:
    - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

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

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

WHAT DOES SCHOOL COMPARISON REFER TO?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

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

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

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

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

WHAT IS THE VICTORIAN CURRICULUM?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

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

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