

# 2018 Annual Report to The School Community



School Name: Bacchus Marsh Primary School (0028)



- 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 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 28 April 2019 at 02:06 PM by Melinda Williams  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 April 2019 at 10:05 AM by Lachlan Hodgson  
(School Council President)

## About Our School

### School context

Bacchus Marsh Primary School continues to be very proud of its history and status as Victoria's oldest operating Government Primary School. We are the largest primary school in the Moorabool Shire with Department of Education boundaries determining our enrolments. We finished 2018 with 902.8 students and 87 staff comprising 4 Principal Class, 56 full and part time teachers, including two Numeracy Coaches and 27 Education Support staff who worked across administration, inclusive education support and maintenance. Our SFO 0.4913 and our SFOE 0.4238 drew equity funding for 244 students and supported staffing and the allocation of resources to meet the academic, social and emotional learning needs of all students.

Our motto is: Consider Others; and our values, Kindness, Respect, Learning, Teamwork and Integrity, inform our school culture. Visitors consistently commend our administration and teaching staff on the 'feel' of our school. Commitment to the development of respectful, nurturing relationships and inclusive practices, with and between students, staff, school council, parents, carers, volunteers, local schools and the wider Bacchus Marsh community, will remain a key expectation, articulated consistently.

Our vision is to develop self-sustaining, life-long learners in a recognised centre of educational excellence. Our mission is to provide, in a nurturing environment, a quality education that challenges all students to strive for, and thus attain their highest potential academically, socially, creatively and physically. This mission is enhanced by the DET vision: 'all students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning, which equip them with the knowledge, skills and disposition for life-long learning and shaping the world around them.'

In the service of our vision, we have documented our pedagogical approach, which includes commitment to 'The Workshop Model' as our instructional guide. Whilst we are committed to an Inquiry Pedagogy with the aim of equipping students to become self-sufficient learners, we also understand the need for a balanced approach. Ensuring our students are exposed to rigorous research based instruction, guided by ongoing formative assessment, enables us to embed foundation literacy, numeracy and social competency knowledge, skill and understanding. We work to ensure that an ongoing strategic focus on the capabilities and processes that facilitate learning are inclusive of our students, staff, school council and families.

We were also pleased to commence a professional relationship with the Positive Education Institute in 2018. This involved three days whole school professional learning and a commitment to the PEEC (Positive Education Enhanced Curriculum) which was introduced to staff in Term Four and commenced in Term One 2019. This exciting philosophy is underpinned by a cycle of learning, living, teaching and embedding, which supports our aspiration to challenge all students and staff to set and achieve social, emotional, academic, creative and physical goals.

We are extremely proud of our high quality specialist programs, inclusive education practices and local and international relationships. Specialist programs include Visual Art, Music, Physical Education and Sport, Kitchen, Garden, Science, History and Mandarin Chinese. Our Kitchen program nurtures in excess of 60 volunteers across 38 classrooms over a fortnightly period. Without this level of community support, that we are most grateful for, our program could not run.

Community engagement in learning continues to be a focus and a number of events throughout the year have supported much stronger learning partnerships between school and home. We remain committed to the provision of a rich and fulfilling curriculum that supports our students to appreciate and give back to the community they live in while also developing their capacity to see themselves as global citizens.

We take great pride in the achievements of every one of our students and staff and remain committed to our

continuous improvement agenda.

### **Framework for Improving Student Outcomes (FISO)**

In the area of achievement, Building Practice Excellence was our FISO focus in 2018. Our student achievement goal for 'every child in every classroom to make at least expected learning progress by maximising their learning growth in literacy and numeracy' was supported by our KIS (Key Improvement Strategy) to embed effective professional learning teams. This was enhanced by the introduction of the FISO improvement cycle (evaluate & diagnose, prioritise & set goals, develop a plan, implement & monitor). See achievement below for progress and highlights.

In the area of Engagement, Intellectual Engagement and Self Awareness was our FISO focus. Our engagement goal 'to develop student curiosity, creativity, critical thinking, problem solving and engagement in learning' was supported by our KIS to further embed an inquiry approach in every classroom. The Inquiry AIP (Annual Improvement Plan) team led the development and use of an inquiry planner, along with a skeleton scope and sequence document and a document to support what the teacher and the student will be doing at a particular point in the inquiry. The progress to highlight in this area relates to enhanced consistency across teams which has facilitated deeper learning for teachers and richer reflective conversation which is empowering our learners to develop learning efficacy and have a strong 'voice.'

In the area of Wellbeing, Health and Wellbeing was our FISO focus and our goal was 'to develop student resilience and behaviours that reflect the school values.' Our Key Improvement Strategies to enact this goal were 'to explore Positive Education as a vehicle to develop student, staff and community resilience and behaviours that reflect the school values along with reducing chronic absenteeism to allow all students to achieve their potential across all areas of the curriculum.' Not only did we explore Pos Ed, but our staff were highly committed following day one of our professional learning and fully emerged themselves in a follow up two days of learning. An opportunity to trial the PEEC (Positive Education Enhanced Curriculum) came about more quickly than expected and has accelerated our progress within the explicit teaching component and reflective conversations amongst staff as we trial and provide feedback to the curriculum writers.

The implementation of COMPASS as our whole school reporting, student management and attendance tool, highly supported our goal to reduce chronic absenteeism and our general focus on attendance processes and procedures.

### **Achievement**

Our Supplementary School Level Report outlines that our proportion of students in the top two NAPLAN bands at Years 3 & 5 are closely aligned with similar schools. We will continue to set aspirant goals and strive to exceed these proportions in comparison to similar schools. An extended focus on authentic problem based learning and formative assessment practice in Numeracy resourced by Instructional Coaches has led to our percentages of students in the top two NAPLAN bands being generally higher than our Network.

Our relative growth between Year 3 and 5 was high in Numeracy and Writing. We are very pleased that this was well in advance of similar schools and our Network.

These results have been enabled by Instructional Coaches in Literacy and Numeracy supporting the development of consistent classroom practices. Intervention and differentiated instruction to support and enrich students working below and above expected level has been the focus of teacher learning and capacity building in Literacy and Numeracy.

This professional learning has been aligned with, and enriched by, high quality department documentation, the Framework for Improving Student Outcomes (FISO) Improvement Cycle, BMPS Vision for Learning and a very targetted Performance and Development process linking team and individual goals and targets to our whole

school Annual Improvement Plan (AIP).

The building of teacher capacity through coaching frequency and PLT consistency of practice remain challenging elements with 38 classrooms and 900 students demanding an unrelenting focus on large scale continuous improvement. We will continue to hold firm, our focus on Inquiry as our pedagogy, supported by The Workshop model as our instructional framework demanding a strong focus on formative assessment practices to inform all aspects of instruction.

Our BMPS Vision for Learning document launched this year is providing pedagogical and instructional clarity for all teachers in all subject areas. This Vision is now central to team and individual goals in the service of our Annual Implementation Plan.

Very strong Literacy instructional leadership has led to whole school consistency in reading instruction which includes the adoption of the Systems of Strategic Action in Reading for Thinking Within, About and Beyond Text to support the development of teacher capacity in the teaching of reading and in support of differentiated instruction for students. This development has involved whole school application of the Fountas & Pinnell Literacy Continuum and teacher references to inform teaching at the point of need for all students. The Benchmarking Assessment System has been used to inform the development of student goals and reading behaviours to notice, teach and support.

In addition to our high quality classroom practice we are extremely proud of our Specialist Programs and the commitment of our Specialist Staff to high quality instruction and aspirant goals for all students. Formative assessment rubrics have been developed within the specialist team to support teaching and learning at the point of need for students across each one of these vibrant programs.

## Engagement

Our Attitudes to School Survey tool provided the following outcomes against our Engagement Goal 'to develop student curiosity, creativity, critical thinking, problem solving and engagement in learning.'  
Aggregated student feedback from between 91% and 94% of Year 4 - 6 students in the Effective Teaching Domain indicated that 90% felt there was a differentiated learning challenge, 82% felt there was effective classroom behaviour, 88% effective teaching time and 86% felt stimulated by the learning. There were percentile increases in all of these areas compared to 2017 which was very encouraging.

In the area of Social Engagement and Sense of Connectedness, 86% felt connected, 92% felt included and in the area of student voice and agency, 71% felt positive, 20% were neutral and 9% were not positive in this area. Again in the area of percentile increase, every area improved at an encouraging rate when compared to 2017.

Future directions will continue to focus on building 'Inquiry' as our whole school pedagogy and honing the Workshop Model as our consistent instructional strategy. Embedded in this future direction is some urgency to address our student voice and agency data as outlined above. This is a very strong through line in our 2019 Annual Improvement Plan as we strive to decrease the inconsistency across Years 4 to 6 in this area.

To be noted and considered, is our data indicating that in all areas except for self regulation and goal setting our male students perceptions were more positive than our female students.

Student attendance will be discussed in the following Wellbeing section.

## Wellbeing

Our Attitudes to School Survey tool fed back to us that our Year 4-6 students' perspective of connectedness to school met our target by reaching 86% which was above like schools at 81%

Our Staff Opinion Survey was pleasing in feeding back that our staff perception of positive school climate rose to

79% and was 5 percentage points above like schools at 74%

Our Parent Opinion Survey indicated that a very pleasing 97% of parents were satisfied with the school overall. This was well above like schools at 88% of parents being satisfied.

In the area of student absenteeism, our 2018 targets were not met and reducing chronic absenteeism to allow all students to achieve potential across all areas of the curriculum remains a key improvement strategy.

The implementation of COMPASS as our attendance tracking system is now set up and our Compass Coordinator in partnership with the Wellbeing Team have put into place new processes and procedures which have included professional learning, review of policies and procedures and opportunities for regular feedback and data checks. In addition to the work of the team, a designated staff member is focussed on tracking and addressing attendance issues including the identification and individual planning for students identified at risk, along with accurate attendance data coding and recording. We will continue to work with our school community to develop awareness of what constitutes approved and unapproved absences along with supporting staff to ensure attendance records are recorded with rigour and accuracy and all attendance concerns are followed up in the spirit of nurturing positive home school partnerships.

As discussed in the FISO initiatives section above, Positive Education was introduced, explored and adopted during 2018 as a vehicle to develop student, staff and community resilience and behaviours that reflect the school values. All staff, along with School Council representatives, were involved in three days Introduction to Positive Education training. We are trialing the Positive Education Enhanced Curriculum as our whole school approach to the explicit teaching of a positive psychology informed curriculum and look forward to launching the approach with our school community in 2019.

### **Financial performance and position**

The school has continued to operate in surplus and has been able to provide a comprehensive curriculum including our flagship Kitchen Garden program. Equity funding was used to support Literacy and Numeracy coaches and inclusive education programs. Surplus was a result of increased student numbers at Census 2018, compared to projected numbers at the end of 2017. Staff extended leave throughout 2018 resulted in reimbursements from DET. Into 2019, our surplus will continue to support Literacy, Numeracy and inclusive education programs.




**For more detailed information regarding our school please visit our website at**  
<https://www.bacchusmarshps.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

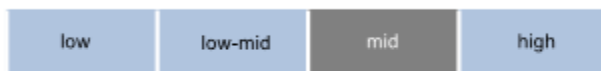
#### Enrolment Profile

A total of 902 students were enrolled at this school in 2018, 428 female and 474 male.

2 percent were EAL (English as an Additional Language) students and 3 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.




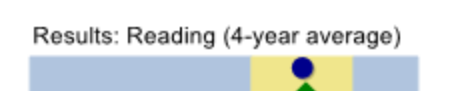



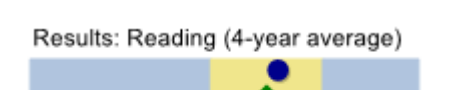


## Performance Summary

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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</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><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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Higher</p> <p> Similar</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><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>NAPLAN Learning Gain Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>50%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>20%</td> <td>44%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>9%</td> <td>40%</td> <td>50%</td> </tr> <tr> <td>Spelling</td> <td>19%</td> <td>47%</td> <td>34%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>23%</td> <td>36%</td> <td>41%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	50%	24%	Numeracy	20%	44%	35%	Writing	9%	40%	50%	Spelling	19%	47%	34%	Grammar and Punctuation	23%	36%	41%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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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><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>School Comparison</b>            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="528 907 1015 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>93 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> <td>92 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	92 %	93 %	92 %	92 %	90 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	92 %	93 %	92 %	92 %	90 %										

## 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><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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</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>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	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$6,709,027	High Yield Investment Account	\$6,832
Government Provided DET Grants	\$900,542	Official Account	\$51,065
Government Grants Commonwealth	\$22,823	Other Accounts	\$363,062
Government Grants State	\$5,000	<b>Total Funds Available</b>	<b>\$420,959</b>
Revenue Other	\$21,483		
Locally Raised Funds	\$631,086		
<b>Total Operating Revenue</b>	<b>\$8,289,960</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$252,629		
Transition Funding	\$25,456		
<b>Equity Total</b>	<b>\$278,085</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$6,540,026	Operating Reserve	\$50,000
Books & Publications	\$12,227	Other Recurrent Expenditure	\$334
Communication Costs	\$5,809	School Based Programs	\$34,459
Consumables	\$174,135	Funds for Committees/Shared Arrangements	\$1,268
Miscellaneous Expense <sup>3</sup>	\$388,055	Capital - Buildings/Grounds > 12 months	\$350,000
Professional Development	\$54,897	<b>Total Financial Commitments</b>	<b>\$436,061</b>
Property and Equipment Services	\$401,283		
Salaries & Allowances <sup>4</sup>	\$387,455		
Trading & Fundraising	\$70,867		
Travel & Subsistence	\$7		
Utilities	\$64,165		
<b>Total Operating Expenditure</b>	<b>\$8,098,925</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$191,035</b>		
<b>Asset Acquisitions</b>	<b>\$0</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 15 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)

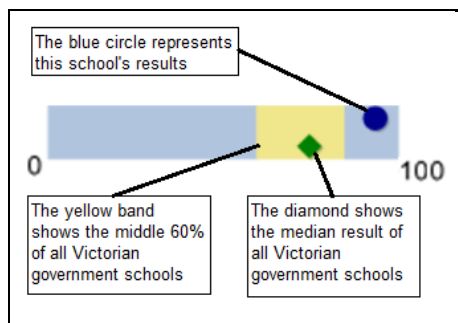
### Engagement

- 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).

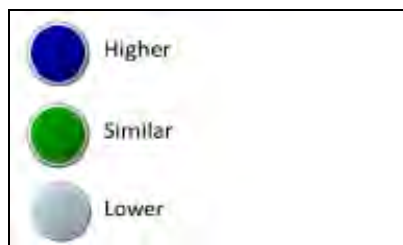


## What does *School Comparison* refer to?

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').