

2018 Annual Report to The School Community



School Name: Wembley Primary School (4788)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 26 April 2019 at 09:04 AM by Terrence Lawless
(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 26 April 2019 at 09:14 AM by Janet Condy (School
Council President)

About Our School

School context

Wembley Primary School is in the City of Maribyrnong on the border of the City of Hobson's Bay and in 2018 had an enrolment of 712 students - 358 females and 354 males. The school has a low Student Family Occupation index (0.2380) and Student Family Occupation and Education index (0.3175). The school had a staff of 52.5FTE, made up of 44.8EFT teaching staff and 7.7EFT Education Support Staff.

As a Professional Learning Community, we focus on the following three big ideas:

- our fundamental purpose is to ensure that all students learn at high levels
- to ensure that all students learn at high levels we work collaboratively to meet their needs
- to know if students are learning and to respond to their needs there is a strong focus on data and evidence of student learning

The school provides a curriculum with a strong emphasis on English and Mathematics, integrated with a Concept (usually one per term). We focus on all students learning at high levels and to this end the school has a very strong commitment to Response To Intervention (RTI). English and Mathematics is supported by Specialist programs in Physical Education, Performing and Visual Arts and French complement the core curriculum. The school also provides enrichment programs in Instrumental Music and Drama.

Teaching practices across the school are informed by evidence-based strategies, which are known to have high impact on student learning. This includes the research of Marzano and the DuFours. Professional Learning is an integral part of the operation of the school, and Collaborative Teams are the focal point for planning, development and implementation of teaching and learning and collective inquiry to improve teacher practice. We provide a quality learning culture that is orderly, safe, secure and inclusive. This culture is strongly influenced by the school's values, which focus on the rights and responsibilities of students, staff and parents. The school motto is 'Striving for Success' and the school's mission is 'to empower all students to learn at high levels to become successful, independent learners'.

Framework for Improving Student Outcomes (FISO)

Wembley Primary School is a school of excellence and is well respected in the community as a high performing school, as evidenced by our Victorian Curriculum Teacher Judgment and NAPLAN data.

The FISO Improvement Initiatives selected in our 2018 Annual Implementation Plan were:

- Building Practice Excellence
- Curriculum Planning and Assessment
- Building Leadership Teams
- Empowering students and building school pride
- Setting expectations and promoting inclusion
- Building Communities

The progress made towards the achievement, engagement and wellbeing goals, targets and strategies, have been achieved through a laser like focus on the three big ideas of a Professional Learning Community: students learning at high levels, a culture of collaboration and a strong emphasis on data and evidence of learning.

SMART Goals in the shape of growth targets are set per cohort, per class and per student based on Teacher Judgment Data (long term) and Essential Learnings (short term), and are regularly monitored and evaluated against learning growth, using data trackers, as Collaborative Teams move through the Learning Cycle.

Our staff work in Collaborative Teams. Collaborative Teams have identified and documented Essential Learnings, outlining what is essential for students to know, understand, do and communicate (KUDOCO) by the end of each year. Differentiated weekly planning is then developed by Collaborative Teams and personalized by each individual teacher according to student learning data, ensuring a guaranteed and viable curriculum at each year level.

A Response to Intervention Program ensures that all students across the school have access to additional time and support to master the Essential Learnings; this includes support for students who require additional time to master the Essential Learning, as well as students who require enrichment. RTI provides support for students both within the classroom and beyond the classroom, and is implemented by a team of intervention teachers.

Student Engagement and Wellbeing continues to be a core focus for teachers ensuring students are targeted, engaged and extended to their point of need within classrooms and across Collaborative Teams, with support and oversight by the Executive Leadership Team. Weekly meetings at the Collaborative Team, and Executive Leadership Level, aim to monitor engagement and wellbeing with input from students, teachers and parents, with timely interventions, as required.

We address student engagement and wellbeing by establishing a stimulating learning environment so that learning is authentic and purposeful. We implement the research-based framework for instruction, The New Art and Science of Teaching (Robert Marzano), and ensure we are supporting all students learning growth journeys, through a focus on Embedding Formative Assessment (Dylan Wiliam). Digital Learning is embedded across all curriculum areas. Students across the school have access to a variety of devices and students in Years 4-6 are part of a 1:1 MacBook program.

Student voice, agency, empowerment and leadership capacity, is developed and supported through high quality learning and teaching, strong relationships, and leadership opportunities including School Captains, Junior School Councillors, Peer Mediators, Arts Leaders and Sports Captains. Lunchtime Clubs and the Buddy Program are also avenues for student voice.

We have developed and implemented a process that encourages, monitors and evaluates student attendance, and we have built a whole school approach to student wellbeing.

Achievement

Wembley Primary School is a school of excellence and is well respected in the community as a high performing school, as evidenced by our Victorian Curriculum Teacher Judgment and NAPLAN data. Instructional Leaders and Collaborative Teams support staff in building their capacity to implement best practice into their classroom programs. Through the implementation of Peer Observations, Instructional Rounds, Formative Assessment Collaborative Teams and the Wembley Primary School Learning Cycle, we ensure high quality curriculum, instructional practice and assessment strategies. In addition, we have a systematic and focused Response to Intervention (RTI), involving all students (which includes support for students who require additional time to master the Essential Learning, and students who require consolidation or enrichment).

Our Teacher Judgment data demonstrates that the percentage of our students who met or exceeded the expected Achievement Standard outperforms the respective percentages within state and network. In 2019, we aim to maintain or further increase the percentage of students who meet or exceed the expected Achievement Standard in all areas.

Our NAPLAN data complements these findings, with our percentage of students performing in the Top 2 bands in all areas, exceeding State results. In 2019 we aim to maintain this level of performance.

Our school demonstrated high relative growth between Year 3 and 5, in comparison with the Network and State in most learning areas. Areas of focus for 2019 will be Reading and Viewing, and Spelling, where our performance was marginally below (1%), in addition to reducing our percentage of students with low relative growth.

At Wembley Primary School, whole school and student outcomes are clearly articulated in the form of long term and short term SMART goals. Collaborative Teams set long-term SMART goals for their cohort, class and individual students based on the Victorian Curriculum Achievement Standard, and short term SMART goals based on the Essential Learnings. Formative Assessment and Proficiency Scales are used to track student

progress and measure student-learning growth throughout the learning cycle.

Engagement

Wembley Primary School has a strong focus on continually improving student engagement. The link between high student attendance and student engagement was the motivation for our attendance strategy, which was refined in 2017 and implemented during 2018. The average non attendance rate is 12.2 days per student in 2018. Our aim is to maintain or decrease this attendance number in 2019. This figure would exclude extended family holidays and long term medical conditions, both of which reflect heavily in our data.

In Term 4, 2018, the introduction of daily communication of absences with families resulted in improved attendance rates in Prep to Year 4. Strategies such as electronic reminders, fortnightly 'attendance' meetings held by the Leadership Team, and more accurate recording of student absences contributed to tracking attendance and maintaining closely attendance over the year.

The Buddy Program continued to be a positive strategy to foster peer relationships across the school, with regular activities being organised by teachers.

Lunchtime Clubs included Homework Clubs across Years 3-6, and the T Club operated weekly to support ASD students. This program will be extended again in 2019 as a strategy to support engagement and inclusion.

The incorporation of the New Art and Science of Teaching (NASOT) classroom instructional strategies in all classes has ensured greater student engagement and increased student achievement. Clearly visible daily schedules display Learning Intents and Success Criteria for each lesson. This ensures that all students are able to engage with the material being learnt in class.

A whole school Professional Learning focus on embedding Formative Assessment has been introduced, focusing on Dylan William's 'Embedding Formative Assessment' strategies. Research has shown that Formative Assessment increases student engagement, while giving teachers important evidence to inform learning and teaching, thus having an impact on improving student-learning outcomes.

Student voice is fostered in classes as teachers support students to understand and master the Essential Learnings being covered, track individual progress on Proficiency Scales and set future goals for learning. The use of Proficiency Scales and the introduction of the Essential Learning Trackers have enabled us to track and monitor the learning path of our students and ensure goal setting for engagement.

Norms and procedures developed with classes at the beginning of the school year, ensured a safe and orderly environment for all. Stimulating classroom environments are an important focus in enhancing student engagement. Across the school we have consistent and coherent expectations around the environment for learning, and monitor them using classroom checklists, regular walkthroughs and feedback by Sector Leaders. Teachers also visit their colleagues' classrooms during peer observation sessions to enhance classroom instruction and student engagement.

Information sessions, parent-teacher meetings and interviews were held during the year to foster engagement and community involvement. In 2019, Student-Led Conferences will be held at the end of Semester One to further engage both students and parents in the Learning and Teaching Cycle at Wembley Primary School.

A Key Improvement Strategy in our 2019 Annual Implementation Plan is to activate, validate and embrace student voice, agency and leadership.

Wellbeing

Wembley Primary School has an inclusive approach to student wellbeing. The school is highly regarded in the local community for its programs and approaches, which support all students academically, socially and emotionally. This is evidenced by the increasing number of enquiries regarding prospective enrolments across all year levels, throughout the year.

In 2018, the weekly student awards (Student Learning and Achievement Awards) reflected academic effort and student demonstration of our school values, providing a whole school approach to celebrate student effort, wellbeing and engagement.

In 2018, we continued to focus on student wellbeing through our 'Learning at Wembley' program where we focus on creating an effective environment for learning. We continued to build our social skills program, which complements our school values, fosters inclusiveness, explicitly teaches social skills and introduces a common vocabulary across the school from Prep to Year 6. The program has been developed by DET, 'Resilience, Rights and Respectful Relationships' and has been adapted and implemented across our school.

The Transition Program (Kindergarten to Prep, Prep to Year 6, and Year 6 to Year 7) supported students across the school to feel connected and to reduce student anxiety. The internal transition of students (Prep to Year 6) included several 'step-up' sessions, where students were able to spend sessions with their new teacher and classmates. Students new to the school were invited to attend these sessions. The Kindergarten to Prep Transition Program was well attended and provided an opportunity for parents to participate in 'Beginning School' information sessions. The Secondary School Transition Program incorporated information sessions for parents, visits to local secondary schools and a transition day in December, when students attended their prospective Secondary School.

Leadership for the Year 6 students included the selection of School Captains and Specialist Leaders, at the beginning of the year and the nomination of sporting captains throughout the year. Peer Mediators participated in a two-day leadership training program at the beginning of 2019 and diligently commenced their duties in the playground, in Term1, 2019.

The Junior School Council, which is elected by peers, provided student voice and leadership opportunities. The most significant contribution of the JSC during the year was a fundraising activity where funds were raised to support the Royal Children's Hospital. JSC also contributed design ideas and feedback, which informed the extensive upgrade of playground facilities over the course of the year. Student voice and agency will continue to be a focus, in empowering students to provide input and feedback about learning, engagement and wellbeing process across the school.

The Program for Students with Disabilities supported eight students during 2018. All staff are asked to abide by the Child Safety Standards and to sign a Child Safety Code of Conduct at the beginning of each year, which raises awareness of child safety across the school.

Financial performance and position

In 2018 we ended the year with a net operating surplus of \$30,737. This was a result of one of our Assistant Principals transferring to a new school at the beginning of term 4 and she was replaced internally.

The school received \$26,171 equity funding in 2018. The money was spent on specialised and targeted professional development, coaching and modelling for teachers and the purchase of equipment such as; Soundfield system, sensory equipment and specialised furniture to ensure that we were providing an inclusive environment for all students with additional needs.

Wembley Primary School council sets the school cash budget that is overseen by the finance subcommittee of school council. Teachers spend their budgets responsibly and follow departmental guidelines.

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

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 714 students were enrolled at this school in 2018, 359 female and 355 male.

10 percent of students had English as an additional language and 1 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: High

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)	89.3	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)	85.0	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	96.5	90.1	82.6	95.3	Similar
Mathematics	97.8	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)	89.8	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	85.6	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	87.1	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	79.6	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)	85.8	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	85.1	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	81.9	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	80.6	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	14.3	54.9	30.8
Numeracy	17.6	53.8	28.6
Writing	19.1	42.7	38.2
Spelling	22.0	52.7	25.3
Grammar and Punctuation	7.7	56.0	36.3

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)	12.2	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	12.0	15.2	13.2	17.8	Higher

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						
Attendance Rate (latest year)	94	94	94	94	95	93	94

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)	78.6	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	77.8	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)	77.6	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	77.6	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	\$5,001,474
Government Provided DET Grants	\$439,653
Government Grants Commonwealth	\$221,041
Government Grants State	\$0
Revenue Other	\$25,108
Locally Raised Funds	\$1,171,424
Total Operating Revenue	\$6,858,700

Equity ¹	Actual
Equity (Social Disadvantage)	\$26,171
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$26,171

Expenditure	Actual
Student Resource Package ²	\$5,018,560
Adjustments	\$0
Books & Publications	\$1,333
Communication Costs	\$8,758
Consumables	\$401,037
Miscellaneous Expense ³	\$420,122
Professional Development	\$53,835
Property and Equipment Services	\$321,426
Salaries & Allowances ⁴	\$468,272
Trading & Fundraising	\$77,344
Travel & Subsistence	\$243
Utilities	\$57,032
Total Operating Expenditure	\$6,827,963
Net Operating Surplus/-Deficit	\$30,737
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$346,800
Official Account	\$47,498
Other Accounts	\$428,636
Total Funds Available	\$822,934

Financial Commitments	Actual
Operating Reserve	\$274,875
Other Recurrent Expenditure	\$210
Provision Accounts	\$1,125
Funds Received in Advance	\$50,178
School Based Programs	\$40,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$142,875
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$173,000
Maintenance - Buildings/Grounds < 12 months	\$200,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$882,263

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').