

2018 Annual Report to The School Community



School Name: Gladstone Views Primary School (5093)



- 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 26 March 2019 at 03:35 PM by Catherine Morcom
(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 26 March 2019 at 07:32 PM by Andrew Cliff (School
Council President)

About Our School

School context

Situated in the north-western suburb of Gladstone Park, approximately 18km from the Melbourne Central Business District, Gladstone Views Primary School was officially opened on the 23rd April 1976. The school is part of the Hume/Moreland Network of schools in the North Western Victoria Region.

Gladstone Views has a proud tradition of providing a caring and nurturing environment for students while at the same time providing best practice to ensure students have the skills to become productive and caring citizens. We are committed to providing a high quality education that challenges, stimulates and enables all students to achieve personal success. Our vision is to embrace the following state initiatives: Excellence in Teaching and Learning, Professional Leadership, Positive Climate for Learning, and Community Engagement in Education. The school values are: Integrity, Kindness, Resilience and Wellbeing.

The main school building comprises fifteen general classrooms, a visual arts facility, Italian teaching space, first aid room, staff room, meeting rooms, administrative offices and an Out of Hours Care facility. Two relocatable buildings provide an additional four classroom teaching spaces. A community funded gymnasium complex provides a full size basketball court, music room and canteen. All classrooms have air-conditioning. Playground resources include; three separate areas with equipment for children of varying ages, basketball and bat tennis courts, gaga pit, natural play space, sand pit, open natural grass area and an area dedicated to quiet play.

Enrolments reached 407 in 2018. The student population is culturally varied and includes non-English speaking students (3.9%), refugees (2.6%), and individuals on the Program for Students with Disabilities (2.8%).

The staffing profile of the school includes: a Principal, Assistant Principal, nineteen classroom teachers, and equivalent 5.2 specialist/support teachers. Administrative staffing consists of a Business Manager and equivalent 1.2 office staff. Students and programs are supported by equivalent 4.1 Education Support Staff. In term four 2018, a psychologist was employed through Equity Funding for one day a week and this has continued in 2019. For the 2019 school year the following senior leadership positions were established: Learning Specialist (Literacy), Acting Learning Specialist (Mathematics) and Acting Leading Teacher (Wellbeing),

The school is organised into four Professional Learning Communities: Prep, Years 1/2, Years 3/4 and Years 5/6. Classes from Prep to 2 are all straight grades with an average of 19.7 students in each class. The year 3/4 cohort of 125 students is organised into four straight classes and one composite with an average of 25 students per class, while the 5/6 students are grouped in four composite classes with an average of 27 students per class.

All curriculum programs are based on the Victorian Curriculum. Team planning has a focus on the identification of student needs through data, the sharing of best practice and the evaluation of teaching and learning. The daily timetable is arranged around six teaching sessions of 50 minutes each. Students have one 50 minute session each week in the following specialist subjects: Visual Arts, Performing Arts, Physical Education and LOTE (Italian). Dedicated time has been given for a staff member to oversee the implementation of Science, Technology, Engineering and Mathematics (STEM) which is taught in classrooms for 100 minutes each fortnight. Other programs include: Perceptual Motor (Prep), Buddies (Prep and Years 5/6), Swimming (Year 2), Inter-school Sport (Years 5/6) and Chess (Years 3/4). Technology is an integral part of teaching and learning throughout the school with ipads and Netbooks available for student use across all year levels. This includes one-to-one school day access to a Netbook for all students in years 5/6 fully funded by the school.

Student leadership and voice are promoted across all year levels. Class Captains are elected each semester, and all year six students have the opportunity to take on a leadership role from a wide range of positions including: School Captains, House Captains, Junior School Council, Flag Monitors, Back Stage Crew, Posties and Library Monitors. Each class implements a class project annually which requires the class to identify an aspect of the school they could improve and take action to implement their ideas. All students have visible learning goals and are

provided opportunities to give their teachers feedback on matters relating to teaching, learning and life at school.

Out of School Hours Care is provided both before and after school on a daily basis by the school, and the school gymnasium is hired by School Council to outside users.

Framework for Improving Student Outcomes (FISO)

In 2018 the school focus areas from the Framework for Improving Student Outcomes were: Evidence Based High Impact Teaching Strategies and Intellectual Engagement and Self-Awareness.

Work in relation to Evidence Based High Impact Teaching Strategies was based around the Department framework and resources with setting goals, explicit teaching and meta-cognitive strategies selected as key areas for focus across the school. A Teaching and Learning Coach was appointed to support team collaboration and planning, professional development was provided and staff Professional Development Plans reflected these initiatives.

Individual visible goals were established for all students with student input into the selection and monitoring of goals. Various approaches were used across the school to make the goals visible in the classroom and to facilitate updating of the goals as they were achieved.

Within the area of explicit teaching a review of the reading teaching model was conducted and changes made to include strategies from the Literacy Toolkit. Teachers were provided with time to explore the Literacy Toolkit and the Teaching and Learning Coach worked with teams to implement these strategies in classrooms.

Staff continued to explore the use of neuroscience in their teaching primarily through continued work with Andrew Fuller. Neurological differentiation was introduced during a whole staff curriculum day along with a number of meta-cognitive strategies to support student learning. Continued use of the Teach Like a Champion resources contributed to work in this area.

The use of data was explored and the value of various sources was considered. Staff trialed the use of a new assessment program, 'Essential Assessments' to determine value and this program was seen as a valuable resource for student assessment, identification of areas of need, and provision of support materials. As a result the program has been purchased for use in 2019.

A review of the Framework for Improving Student Outcomes in 2017 identified the need to document the school's approach to the teaching of personal and social skills. This was completed in 2018 with the Victorian Curriculum and the Department's Respectful Relationships program being the major sources of reference. A review of the school values was conducted and six values reduced to four: Integrity, Resilience, Kindness and Wellbeing. Values posters were developed by a graphic artist in preparation for the 2019 school year.

Achievement

A comparison of student growth according to teacher judgment semester 2, 2016 / semester 2, 2017 to semester 2, 2017 / semester 2, 2018 shows a significant increase in the percentage of students achieving at least 1.0 progression point per year level in literacy.

In reading the 2017/2018 results are higher than 2016/2017 at all year levels except year two with notable percentage increases at year three (18%) and year four (27%).

In speaking and listening the 2017/2018 results are higher than 2016/2017 at all year levels except years four and five.

In writing the 2017/2018 results are higher than 2016/2017 at all year levels except year five with notable percentages increases at year one (36%), year two (22%), year four (21%) and year six (15%).

A Key Improvement Strategy over this period of time was the development of teacher capacity in relation to High Impact Teaching Strategies, specifically Setting Goals, Explicit Teaching and Meta-cognitive Strategies. School based and external professional development was provided for staff, with considerable resources being expended

on work with Andrew Fuller. The impact of this work is reflected in the Staff Opinion Survey with positive endorsement to 'Use High Impact Teaching Strategies' increasing from 72% (2017) to 86% (2018), and 'Knowledge of High Impact Teaching Strategies' increasing from 61% (2017) to 67% (2018), and 'Promote student ownership of learning goals' from 78% (2017) to 86% (2018) with a decrease in 'not positive' responses from 6% to 0%.

A highlight in teaching and learning during 2018 was the establishment of individual goals for all students from Prep to year six. With varying degrees of teacher input according to age level, students developed literacy, numeracy and personal/social goals which were made visible in classrooms. School improvement in the area of goal setting is reflected in the Student Attitudes Survey with positive endorsement to 'Self-regulation and goal setting' at 85%, and 'Differentiated learning challenge' at 84%.

Increased use of data was another highlight with the Staff Opinion Survey showing an increase in positive endorsement to 'Understand how to analyse data' from 44% (2017) to 54% (2018) and a notable reduction in neutral responses from 50% (2017) to 38% (2018). In addition, positive endorsement to 'Use data for curriculum planning' improved from 83% (2017) to 90% (2018). During 2018, staff trialed a new online assessment platform 'Essential Assessments' to determine its value in determining student achievement and diagnosing difficulties. The program, based on the Victorian Curriculum was considered to be a valuable resource and has been purchased for use in 2019.

Key Improvement Strategies to increase student achievement for 2019 will include: use of the Victorian Teaching and Learning Model, use of student feedback, teacher observations, modelling and reflection, and the embedding of individual student goals. The school will also be involved in the Professional Learning Community initiative which will focus on effective team collaboration and planning.

Engagement

The student engagement goal for the school was to increase positive endorsement for 'Learning Confidence' from 80% (2017) to 86% (2018). Student Attitudes to School Survey results show that this target has been achieved at year six but not at years five and four. The year six result has increased significantly from 77% (2017) to 89% (2018), while year four has decreased from 88% (2017) to 77% (2018) and year five has stayed relatively the same at 71% and 72% for the years respectively.

2018 Student Attitudes to School survey results show a strong sense of inclusion for students with the overall positive endorsement at 85%. Students in year five showed the highest positive endorsement at 90% while results for years four and six were 80% and 86% respectively.

Parent Opinion Survey results show growth in this area with the percentage positive endorsement to 'Confidence and Resiliency' increasing from 83% (2016) and 85% (2017) to 87% (2018).

In addition results from the 2018 Staff Opinion Survey reflects the school focus on engagement with positive endorsement to 'Support growth of whole student' at 95% and positive endorsement to 'Believe student engagement is key' at 95%.

The introduction of individual student goals has had a positive impact on student engagement across the school with students now able to articulate their learning goals and steps they need to take to reach them.

A significant impact on student engagement has resulted from the introduction of a whole school writing stimulus each term. Often creating great interest in the whole school community, the writing stimulus displays have engaged children of all ages in discussion and ignited imaginations. As a result the written work produced has been of an extremely high standard.

Student engagement has also been promoted through the introduction of Class Projects in which each class decides on and implements a project to improve an aspect of the school. In 2018 projects included; the creation of a Buddy Bench, garden work, toys for the sandpit, wind chimes and decorations for the outside quiet area, books for

the library, a footy colors day for the whole school, and the installation of a Gaga Pit. Student voice and agency remain areas for future development.

Wellbeing

The school's well-being goal for the current Strategic Plan is for students to reach their potential in a safe, stimulating and evolving learning environment. Work towards this goal in 2018 included a whole school focus on the identification and explicit teaching of self-regulation strategies. 2018 Student Attitudes to School Survey results show positive endorsement to 'Self-regulation and goal setting' above 80% for all year levels (4, 5 and 6) with 90% being achieved for year five. Similarly, positive endorsement for 'Advocate at school' was above 80% for all year levels.

A Key Improvement Strategy in this area was the documentation of a school based approach to the teaching of personal, social and learning skills based on the Victorian Curriculum and the Department's Respectful Relationships resources. Staff also identified a need to re-establish and promote the school values. A review of the values was undertaken and six values reduced to four. A graphic artist was engaged to develop posters for the school and promotion of the values will commence in 2019.

During 2018 the school used Equity funding to trial the employment of a psychologist one day a week to provide group and individual sessions. This was seen by staff, students and parents as a valuable addition to the school and the psychologist has been engaged for one day a week in 2019.

Student behaviour was identified as an area for further development by staff and consequently the school has included the Positive School Wide Behaviour initiative as a Key Improvement Strategy in the 2019 Annual Implementation Plan.

Financial performance and position

The annual results is a surplus which has accumulated over many years.

The actual surplus from 2017 to 2018 is \$10,859.00.

A significant amount of the overall surplus, \$100,000.00, has been designated for use on playground improvements in 2019.

Equity funding was used towards a Teaching and Learning Coach, the employment of a psychologist for one day a week in term four, purchase of a significant amount of resources for reading and the provision of whole school events including performances and bullying shows at no cost to parents.

For more detailed information regarding our school please visit our website at
<http://www.gvps.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 408 students were enrolled at this school in 2018, 200 female and 208 male.

19 percent were EAL (English as an Additional Language) students and ND 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:  ◆ Median of all Victorian Government Primary Schools: 

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> 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>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</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>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35%</td> <td>48%</td> <td>17%</td> </tr> <tr> <td>Numeracy</td> <td>38%</td> <td>45%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>35%</td> <td>55%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>55%</td> <td>16%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>33%</td> <td>45%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	35%	48%	17%	Numeracy	38%	45%	17%	Writing	35%	55%	10%	Spelling	29%	55%	16%	Grammar and Punctuation	33%	45%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 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>90 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> <td>90 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	93 %	92 %	93 %	90 %	91 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	93 %	92 %	93 %	90 %	91 %	92 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,463,667	High Yield Investment Account	\$307,787
Government Provided DET Grants	\$594,165	Official Account	\$49,166
Government Grants Commonwealth	\$103,693	Other Accounts	\$3,005
Government Grants State	\$9,679	Total Funds Available	\$359,958
Revenue Other	\$23,300		
Locally Raised Funds	\$371,112		
Total Operating Revenue	\$4,565,617		
Equity¹			
Equity (Social Disadvantage)	\$212,616		
Equity Total	\$212,616		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,861,005	Operating Reserve	\$164,984
Books & Publications	\$7,786	Provision Accounts	\$8,302
Communication Costs	\$3,275	Funds Received in Advance	\$95,144
Consumables	\$86,541	Cooperative Bank Account	\$130
Miscellaneous Expense ³	\$229,198	Maintenance - Buildings/Grounds > 12 months	\$91,399
Professional Development	\$18,108	Total Financial Commitments	\$359,958
Property and Equipment Services	\$232,369		
Salaries & Allowances ⁴	\$285,083		
Trading & Fundraising	\$139,934		
Utilities	\$53,654		
Total Operating Expenditure	\$3,916,953		
Net Operating Surplus/-Deficit	\$648,663		
Asset Acquisitions	\$47,552		

- (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)

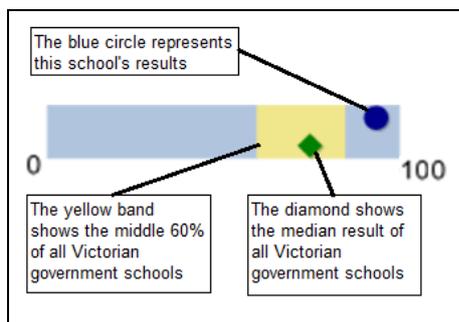
Engagement

- 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).

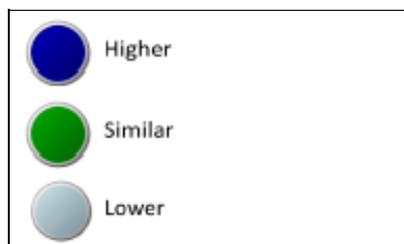


What does *School Comparison* refer to?

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').