

# 2019 Annual Report to The School Community



School Name: Templestowe Heights Primary School (5004)



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

Attested on 26 June 2020 at 10:07 AM by Rhys Coulson (Principal)

The 2019 Annual Report to the school community:

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

To be attested by School Council President

## About Our School

### School context

Templestowe Heights Primary School is situated in the eastern Suburbs of Melbourne with a current enrolment of 440 students and 19 classes. The school has undergone a refurbishment that was completed in August 2012. The classrooms are designed as flexible learning spaces which open onto shared learning areas. Each level of the school has its own area in which classes and teachers work cooperatively to maximise the learning opportunities for all students. The students are organised in multi-age classes (with the exception of straight Foundation classes). The multi-age class structure along with a strong student wellbeing program ensures that the students and staff feel safe, secure and supported. An extensive student leadership program includes all levels of the school from Foundation to year six.

Over the past four years Templestowe Heights Primary has undergone a whole-school change initiative that has led to the school being recognised as an Influence School for two consecutive years. Strong growth in learning achievement results over the past four years has been underpinned by a focus of developing teacher skills, knowledge and understandings to enable all teachers to teach their best lesson as often as possible.

The playgrounds are extensive consisting of three playground equipment areas, an oval, STEM building, library, synthetic turf courts and gazebo, commercial kitchen and community garden (including chickens). The school has a gymnasium which is a shared community use facility. The school community assists with the maintenance of our facilities.

Templestowe Heights Primary School has as its motto, 'inspiring learners for life'. There is a strong focus on developmental learning and consequently providing a differentiated curriculum which provides for the learning needs of all children. We are dedicated to providing the best possible education to our students, with a focus on instructional practice, to ensure that learning for life is achieved. The school's values are respect, responsibility, courage and persistence. All sections of the school community – students, staff, parents, friends – are expected to strive to be their best in reference to these values.

Templestowe Heights Primary School has a strong focus on literacy and numeracy. Our specialist areas are literacy intervention/EAL, enrichment, Art, Physical Education, Performing Arts and Italian. Instrumental music classes, swimming programs, lunchtime clubs, camps and after school activities are offered. Whole school activities are significant in that we have biennial events including an Art Show, School Production and School Ball. In 2020 the school will celebrate its 50 years anniversary.

The school's recently introduced positive education enhanced curriculum provides a whole school wellbeing approach by supporting students and adults to develop the tools and strategies to flourish. Student voice is also extremely important at Templestowe Heights Primary. Our leadership program provides our students with an opportunity to be elected to represent our Junior School Council, Environmental committee, student-led canteen, School Captains and House Captains. Empowering children to be active in making decisions about their school provides ownerships that strengthens our school community spirit.

The use of Information Communication Skills across all aspects of learning is integral to our programs. Templestowe Heights Primary School has a combination of netbooks, desktop computers and iPads available for student use. There is a 1:1 iPad program operating for our year five and six students. All classrooms have Interactive Whiteboards.

Parent involvement in the school is essential to Templestowe Heights Primary School. Parents work closely with staff to support their children's learning at school and at home. A class representative scheme facilitates communication and parent involvement in the school which includes involvement in class programs, excursions and camps, along with School Council and Parents & Friends Committee. Communication includes the school newsletter, website, an online management system, parent workshops and information sessions, parent support groups, assemblies, notices and parent teacher interviews.

Enrolment numbers at Templestowe Heights Primary School are steadily increasing. The school provides a progressive and challenging curriculum that reflects the 21st century learning skills required to truly inspire our students to continue learning throughout their lives. The teaching staff at Templestowe Heights Primary School are expected to be active members of our learning community, working together in collaborative teams, assuming a collective responsibility for the school's vision and goals. All staff actively support all school activities and programs.

At Templestowe Heights Primary School our vision is 'inspiring learners for life'. All staff have a shared goal of wanting to make a positive difference (social, emotional and academic) to every child under their care.

Our vision is supported by our mission statement of "the quality of the programs we offer will never be better than the quality of the teachers that deliver them". Our mission is to ensure our teachers are continually developing their skills, knowledge and understandings that will enable them to provide high quality learning opportunities and learning experiences for all students at Templestowe Heights Primary.

Templestowe Heights Primary School's objective is to be the school of choice for the local community. We aspire to provide an inclusive and collaborative learning environment for all students, staff and families that promotes high expectations for lifelong learners, embracing and contributing to local and global communities.

Templestowe Heights Primary School's values are Respect, Responsibility, Persistence and Courage. These values are seen as being central to the life of our school and how all members of the school community should conduct themselves. As a school we attempt to apply these in our everyday dealings with each other and in the development of our programs and policies. Teachers are to reinforce these values at all times.

We value: Respect

- ? accepting the individual differences and opinions of others & preserving their dignity
- ? demonstrating empathy towards others by treating others fairly & showing tolerance of each other's differences

We value: Responsibility

- ? follow rules/procedures
- ? adhering to values and policies determined by our school
- ? lead by example
- ? care for children and their educational needs
- ? are aware of the consequences of our actions

We value: Courage

- ? believing in yourself
- ? demonstrating honesty in the face of adversity
- ? taking risks
- ? strength in your heart

We value: Persistence

- ? never giving up, having a positive attitude and seeing a job through to the end
- ? not giving up
- ? not being afraid to fail
- ? not allowing yourself to be discouraged

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

1. Build teacher capability to embed rigorous practice.

The school's agreed teaching and learning model (instructional model) was further embedded throughout the school in 2019. This ensured a consistency of practice across all classrooms and subject areas. To continue to enhance the precision and accuracy of the agreed instructional model, Jeanette Breen was appointed as learning specialist to

develop teachers' skills, knowledge and understandings of their teaching craft.

The school continued to use a collegiate visit program that allowed all teachers to observe instructional practice in other classrooms, provide feedback, reflect and learn from one another. The employment of literacy instructional coaches also provided further professional support that allowed teachers to participate in eight half day workshops throughout the year that continued to build on their knowledge of content and instruction aligned to the curriculum being taught.

The continued employment of Janine Reid (enrichment) and Lisa Clark (intervention) allowed for ongoing support for students in the areas of literacy and numeracy.

Put simply, improving the quality of our teachers means better outcomes for our students. The impact of this key improvement strategy demonstrated:

- Mean achievement scores for NAPLAN in reading, writing, spelling and mathematics continued to demonstrate very strong results and were above when compared with national, state and similar schools
- Students were able to articulate what they were learning and what they needed to do in order to be successful in their learning during classroom observations and classroom visits.
- Teacher surveys demonstrated overwhelmingly positive results for responses related to professional learning, staff trust, collaboration and collective efficacy.

## **Achievement**

The school's key improvement strategies of building teacher capability to develop a student wellbeing curriculum, combined with a robust reading/writing curriculum and spelling/maths zones continued to support the school's goal of further improving student engagement. The key initiatives mentioned have supported quality teaching and learning through the use of high impact teaching strategies, co-constructing learning goals and objectives at the start of each lesson, catering to student interests through the reading and writing process and targeting each child's learning point of need in spelling and mathematics.

The continued development of a Science, Technology, Engineering & Mathematics (STEM) curriculum, in particular coding, a science unit and 3D printing for all students has been very positive. The school's new Voice of the Students (VOS) formed one of the many student voice initiatives, including junior school councillors, environmental leaders and the student-run canteen have all allowed students to contribute to decisions that directly influence their school. The broad choice of lunch time activities for students to participate in (i.e. gardening, chess, remote control cars, yoga, dance, robotics) has also enabled students to feel a greater sense of connection to the school while providing different activities for students to do during their lunch time breaks.

The introduction of the 3D print-a-car competition, The Tournament of the Minds and the Lego Robotics competitions, provided further opportunities for students to undertake challenge-based learning projects whilst representing their our school. Thank you to Ross Toogood and Sylvia Petrovska for the countless hours they spent supporting our eager students. At the end of the year we had the construction of our purpose-built STEM (Science, Technology, Engineering & Mathematics) room to host teaching and learning experiences specific to STEM.

## **Engagement**

While parent and teacher surveys demonstrated positive results across all aspects of school life, feedback from our student surveys identified some areas for growth. A Voice of the Students (VOS) committee was formed by our year 6 Leaders with a goal of further unpacking some of the responses identified in the surveys. Following the hosting of student forums, the following aspect will be a focus in 2020:

- Clarifying what bullying is
- Knowledge of, what to do if someone is being rude, mean or bullied

- Importance of 'speaking up' when students observe someone being mean, rude or bullied
- Continue to provide forums for feedback from students

Feedback from VOS also indicated 5/6 students did not enjoy the structure phonemic/phonic program. A new vocab-focused initiative will be developed as a professional inquiry and lead by our enrichment teacher Janine Reid and supported by instructional coach Mary McQuilten.

Lastly, feedback from students also identified that students found assemblies boring, the school captains, with support of the 5/6 teachers are going to create a TV studio in the STEM room (with green screen) to broadcast "live" the assemblies using webex platform.

## Wellbeing

The school's second (and final) key improvement strategy was focussed on continuing to develop a student wellbeing curriculum. Led by Celene Black (Leading Teacher) and Julia Laidlaw, the wellbeing team designed and implemented a weekly wellbeing workbook for all classes. The wellbeing lessons aligned to the evidence-based practice of positive psychology called positive education. Many of the concepts the students were taught were drawn from The Resilience Project and The Positive Education Institute (based at Geelong Grammar).

Both students and staff continued to build their knowledge of the research and strategies to support wellness and wellbeing through the use of brain breaks, gratitude, mindfulness and character strengths. Staff 'spotted' students demonstrating examples of character strengths in action and were celebrated at weekly awards at school assemblies. As a result of student feedback, our School House teams (Goolagong, Cuthbert, Bradman and Newcombe) met twice per team and created their own house chant. A fortnightly Wellbeing Newsletter was also published to provide families with information with the concepts being taught in classrooms and relevant resources and support.

The most significant and positive initiative that was driven by the wellbeing team was the introduction of parent/carer workshops. Feedback from surveys overwhelmingly identified that parents and carers were very interested in the wellbeing of their children (and themselves). Parents and carers wanted to have an understanding of the strategies and concepts taught in classrooms so that they could use these at home. The workshops provided opportunities to build knowledge, support one another and form relationships.

## Financial performance and position

The school's finances were presented each month to the Finance subcommittee to ensure the 2019 budget was on track with its projected targets. The strong financial position can be attributed to three key factors:

- Strong leadership by the Finance Committee with the regular review and monitoring of expenditure/revenue, safeguarding well-informed decisions for the viability of the financial position of the school.
- Increase in projected/predicted student enrolments translates to a larger financial contribution for "Student Resource Package".
- High percentage of financial contributions from families, compared to previous years. 90.8% of families paid part/all of school levies in 2019.

The allocation of significant expenditure (\$136,000) of salaries and allowances was in part due to the professional partnership of our literacy instructional coaches and our professional practice days, aligned to our strategic focus of increasing teacher capability. Equity funding was used to support the professional partnership of the coaches, as this key initiative focused entirely on improving the teaching and learning at the school. The provision of equity funding was used to employ instructional coaches for all teachers in order to build their knowledge, enabling teachers to better support all students.

The school's Building and Grounds budget was over-spent by \$9,000 to remodel the library into 2 classrooms, \$3,000 on water leaks, \$4000 on tiling of the senior boys' toilets, \$2,000 contribution for the basketball gym's installation of LED lighting. The purchase of 32 student laptops with a cost \$25,000 were distributed amongst the two buildings.

There was significant Capital expenditure of \$263,000 throughout 2019 including the allocation of \$152,000 for the

construction of our new STEM room. Construction of a dividing wall between 3/4B and 3/4S cost \$44,000, the creation of a new storeroom outside the junior boys toilets incurred \$11,000, cabinetry in seven classrooms cost \$16,000, stage 2 of the shade sail installation cost \$19,000, painting of corridors was \$10,000 and the installation of a urinal in the senior boys toilets was \$9,000.

Our Parents & Friends Association were very active throughout the year with 13 school-based fundraising events, raising \$18,000 (Locally raised funds) that funded the second stage of the shade sail installation on the eastern playground. The amount of \$8,000 was carried forward to fund the third and final stage planned for 2020. As part of the Federal Government's "Sporting Schools" grant, our school received \$10,800 to contribute to our Physical Education curriculum, with special programs (i.e. gymnastics, basketball) run during PE lessons.




**For more detailed information regarding our school please visit our website at**  
<https://templestowehts.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 401 students were enrolled at this school in 2019, 196 female and 205 male.

17 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

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p> <p><b>Results: Mathematics</b></p>	<p><b>Key:</b> Similar School Comparison  Above  Similar  Below</p> <p>Similar </p> <p>Above </p>



## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p><b>Key:</b> Similar School Comparison:  Above  Similar  Below</p> <p>Above </p> <p>Above </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>Above </p> <p>Above </p>








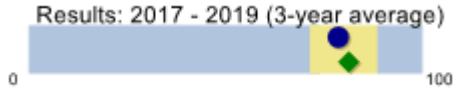


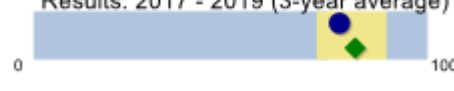

### Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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>	<p><b>Reading</b></p> <p><b>Numeracy</b></p> <p><b>Writing</b></p> <p><b>Spelling</b></p> <p><b>Grammar and Punctuation</b></p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p>

## Performance Summary

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Key:</b> Similar School Comparison:  Above  Similar  Below</p> <p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Below </p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1"> <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>91 %</td> <td>93 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	92 %	91 %	93 %	92 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	92 %	91 %	93 %	92 %	93 %										

### Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 			Key: Similar School Comparison:  Above  Similar  Below		
Key: Results for this school:  Median of all Victorian Government Primary Schools: 					
Wellbeing	Student Outcomes	Similar School Comparison			
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</p> 	<p>Above </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: 2019</p>  <p>Results: 2017 - 2019 (3-year average)</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, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$3,211,980	High Yield Investment Account	\$96,667
Government Provided DET Grants	\$509,641	Official Account	\$28,865
Government Grants Commonwealth	\$13,428	Other Accounts	\$13,999
Revenue Other	\$9,022	<b>Total Funds Available</b>	<b>\$139,531</b>
Locally Raised Funds	\$341,358		
<b>Total Operating Revenue</b>	<b>\$4,085,430</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$18,814		
<b>Equity Total</b>	<b>\$18,814</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$3,106,986	Operating Reserve	\$112,957
Books & Publications	\$7,006	Other Recurrent Expenditure	\$11,330
Communication Costs	\$4,856	Provision Accounts	\$1,053
Consumables	\$52,674	Funds Received in Advance	\$42,506
Miscellaneous Expense <sup>3</sup>	\$225,631	<b>Total Financial Commitments</b>	<b>\$167,845</b>
Professional Development	\$7,169		
Property and Equipment Services	\$205,103		
Salaries & Allowances <sup>4</sup>	\$167,756		
Trading & Fundraising	\$28,411		
Utilities	\$33,429		
<b>Total Operating Expenditure</b>	<b>\$3,839,020</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$246,410</b>		
<b>Asset Acquisitions</b>	<b>\$251,532</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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

# How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

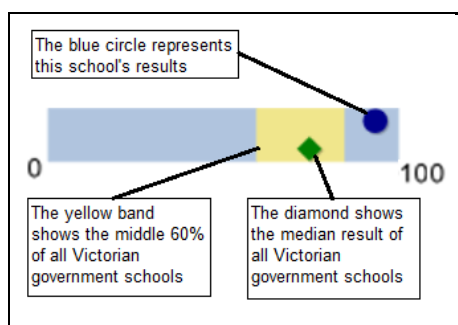
### Engagement

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

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

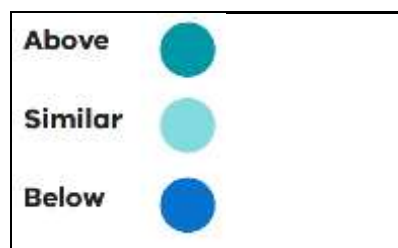


## What does *School Comparison* refer to?

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

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## What does '*Data not available*' or '*ND*' mean?

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

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

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

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

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

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