

2019 Annual Report to The School Community



School Name: **Mordialloc Beach Primary School (0846)**



- 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 08 March 2019 at 02:08 PM by Sue Leighton-Janse (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.

To be attested by School Council President

Mordialloc Beach Primary School (0846)

About Our School

School context

Mordialloc Beach Primary School (MBPS) has had a dramatic increase in enrolments of 73% growth to 205 students in 2018. The school is located in the beachside suburb of Mordialloc. Our primary purpose is to provide the best possible education for every student in an exciting, challenging and rewarding environment. We aim to be at the cutting edge of learning through a committed staff who maintains the highest standards of knowledge, skill and care for all students. Our school is now in the Influence category for outstanding academic achievement MBPS has a commitment to value add one year's growth or more to every student.

Our mission statement and values:-

DREAM – BIG! D = Determination R = Resilience E = Excellence A = Ambition M = self-Motivation

We have a dynamic and energized staff who are passionate about improving learning outcomes for every student.

Whilst our focus is Literacy (Reading, Writing, Spelling, Grammar and Punctuation) and Numeracy, we certainly have a strong emphasis on other subject areas. We have two teachers trained as Math's Specialist Teachers, two teachers trained as Science Specialists and two teachers trained in IMSLE (Institute for Multisensory Language Education – phonics training.) We are working closely with the University of Melbourne Network of Schools (UMNOS) and this provides us with rich professional learning activities with the very best experts in Literacy and Numeracy areas with explicit instruction by experts in their fields including John Hattie, Diane Snowball and Misty Adoniou. In Years F-2, we choose to use limited technology as we wish our junior students to socialize, play and learn to read and write. In Years 3-6, we have a Bring Your Own Device (optional) program and the devices are used to support parts of the program. Coding is a future focus. No devices are allowed in the playground as we encourage our students to use break times to run, exercise and get fresh air and sunshine.

This year MBPS celebrated our 150-year milestone! This demonstrated the strong generational ties connected to our school community. We also have a very active school council and parent body.

Every classroom has a well-stocked class library with a range of text types to grab the reader's interest and all rooms are set up to provide a vibrant learning space for students' as they progress through the school. This complements our fully equipped Library with a Library teacher, Visual Arts Centre and Performing Arts Program (Music, drama and dance.) We also offer an Instrumental music program where children can choose which instrument they would like to learn e.g. guitar, piano, drums or violin etc. We have introduced French as our Language Other Than English to support our ties with Parkdale SC and Mordialloc College who both have French available. We have an outstanding Physical Education Program and run after school sport clinics including cricket, basketball, soccer and tennis. We have a fully equipped Library with a Library Technician, Visual Arts Centre and a hall for Performing Arts. We offer Music and an Instrumental Music Program. Our Language Other Than English was Korean. We have an outstanding Physical Education Program and run after school clinics including cricket, basketball, soccer and tennis. Students in the senior school have the opportunity to participate in District Athletics, Swimming and Cross Country events as well as interschool sport.

Programs are innovative and unique: student driven sustainable vegetable garden, alfresco kitchen area and a focused student leadership program. Students who learn an instrument have the opportunity to perform in our student rock band. We run a choir and dance troupe. The environmental monitors that are selected look after recycling, rubbish and the chickens. Our chickens were hatched by the Foundation students and provide us with free-range eggs to use in cooking or to sell to our community.

We have a variety of spacious and shaded areas that are creatively landscaped and provide a safe and well-equipped play area for students. There is a turfed oval and an athletics track, two adventure playgrounds, a fitness track, netball, basketball and down ball courts.

Clubs and Extra Curricula activities include Robotics, Chess, Dance, RE, Homework Martial Arts and Sports Clubs. Our workforce comprises 206 staff members including Principal, Assistant Principal, and Learning and math's Specialist, 10 classroom teachers, 5 education support teachers and 4 specialists, 3 admin staff.

Framework for Improving Student Outcomes (FISO)

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MBPS Leadership Team have assisted teachers to use FISO to:-

- use evidence and observations to self- evaluate their current practice.
- locate their performance on an improvement-focused continuum.
- understand what improved practice looks like.
- develop a shared language for describing educational practice.
- engage in conversations about improving professional practice.

Mordialloc Beach Primary School is committed to aligning with the Education State that has set ambitions and achievable targets that focus on:-

- Excellence in Teaching and Learning – building practice excellence, curriculum planning and assessment and evidenced-based high impact teaching strategies.
- Professional Leadership- instructional and shared leadership.
- Positive Climate for learning – empowering students and building school pride.
- We have a relentless focus on improving the learning outcomes of 'every student' in our school. Last year we joined the University of Melbourne Network of Schools (UMNOS). This means that we have access to the best professional learning – all evidenced based practice designed to improve student-learning outcomes for all students.
- We are committed to early intervention and have invested in a Reading Recovery Trained teacher for Year 1 students and a Literacy Support teacher to work with our Foundation students, which has ensured that all students achieved the state benchmark targets in reading as a minimum expectation.

We understand and have developed a documented curriculum plan (e5, practice principles, high impact teaching strategies), assessment and shared pedagogical approaches.

This year we have continued our school-based professional learning program that we developed and implemented which supports the school's identified improvement strategies in Literacy.

Our school leadership team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan with guidance from our SEIL.

We had a focus on moderation of common student assessment tasks - which has also now become a focus of our Kingston Network.

With data collection, analysis and evaluation of student learning growth over time we have been able to see a large growth in improved student learning outcomes.

UMNOS and Vic Curric initiatives provided a model of explicit use of evidence-based school improvement strategies and teacher professional practice activities that all the teachers are on board with.

Achievement

Mordialloc Beach Primary School is a high performing school as evidenced by our 2018 NAPLAN results. We are now a school of influence.

As the school has grown over the past four years and our teaching profile has changed, we are now able to work in collaborative teams to ensure high levels of program delivery and student achievement. In 2018, we provided children with rich learning experiences and assessment tasks in accordance with the Victorian Curriculum. The focus was on English, in particular writing, and spelling. All staff undertook professional learning with Misty Adoniou and Diane Snowball on a whole school writing and reading program and there was a whole school approach to our instructional practice and an agreed instructional framework for the teaching of Writing. The school continued to develop and embed a comprehensive program that provided all children with breadth and depth of experiences. ICT was incorporated into all school programs, with a particular emphasis on Literacy and Numeracy. Student resilience and wellbeing continued to be a focus throughout the school. The Leadership Team continued to be involved with the University Of Melbourne Network Of Schools (UMNOS.)

We use See Saw app to engage parents and have focused on the High Impact Teaching Strategies of Feedback and Setting Goals.

We prioritize learning design and make high impact teaching strategies accessible to teachers, building knowledge and confidence in their use. • We have ensured all teachers have input into the planning of professional learning programs that reflect their individual and collective needs.

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customize professional learning, differentiated to teacher needs and linked to student outcomes data • plan professional learning that incorporates different approaches and multiple sources of feedback (e.g. classroom observation, feedback from students, coaching and action research) • continuously focus on aspects of learning, pedagogy and curriculum • accommodate adult learning preferences e.g. job-related, directly applicable and known to have impact.

The PLC professional learning program is evidenced by best practice for leading culture change, collaborative teams and the continuous improvement of teaching practice.

Engagement

Mordialloc Beach Primary School (MBPS) provides a comprehensive range of programs and strategies to ensure that our students are happy and engaged in their learning. Comprehensive planning by a dedicated team of teachers, who plan in teams, ensures that our students have one year's growth or more to their learning and we pride ourselves on developing the whole student.

Our very high attendance rate include Prep - 96%, Year 1 - 89%, Year 2 -95%, Year 3 - 90%, Year 4 - 93%, Year 5 - 94% and Year 6-93%. Our students love coming to school.

The percentage of students who 'feel connected' to school is 82.3% marginally above to the State, which is 81.1%.

Parents feel that 'bullying' is managed quite well at the school with 82.7% compared to the State mean of 81.2%.

89.2% of staff were positive about school climate compared to the State average of 77.7%.

94.1% of our parents were satisfied with the school overall (a slight drop from last year 100%) compared to the State average of 85.1%.

A 'Quality' Start to the year ensures that the students all get to know each other and the teachers develop a good and trusting rapport with the students. Our school leadership program and Junior School Council conduct regular meetings and assist with decisions about fundraising, social and charitable events, as well as providing a voice for the student. Individual Learning Improvement Plans (ILIP's) are developed for every child deemed 'at risk' or 'gifted' at Mordialloc Beach Primary School. We pride ourselves on 'early intervention' and providing support for students deemed 'at risk' who are able to access Reading Recovery, a 2.5-day Literacy Support Teacher and Mathematics support teacher. We have continued to value the teaching of Mathematics by continuing the role of a Math's coach and specialist. This ensures that all students leave our school with a love of mathematics.

We believe that the Resilience Project, whilst a wonderful initiative is not a sustainable student wellbeing outcome and we intend to explore some other avenues in 2019 including Girton and Changing the Climate professional learning developed by DET.

Wellbeing

Our student wellbeing program ensures that all children are treated fairly. Bullying and intolerance are not accepted. The standard of student behaviour at Mordialloc Beach Primary School is extremely high. The beginning of each school year comprises a 'Quality Start', where routines are established and the tone is set for the year via each class establishing their own community. Last year we had a Hip Hop Dance Troup perform for our students and who put them into groups to do team bonding, cooperative dance works. The students' loved this and made a happy start to the year.

Our extensive Prep transition program includes our popular 'Pre School Club'. These are followed by some special days in Term 4, our orientation programs include the child meeting their teacher and meeting their Senior School Buddy. Our Year 5/6 students also go to the local pre-schools to model reading.

'Mad Science' lessons are prepared by our Junior School Coordinator for the preschoolers' when they come to inspire them to be excited to start school and to develop a love for Science.

Transition to the various secondary and private schools our children feed to, differ from school to school. The local State Government schools are active in transition with past students visiting to speak to the current Year 5/6's and our students visiting them to participate in lessons such as science lessons in the Secondary school's science lab.

We were thrilled with this comment from one of our foundation parents through the Parent Opinion Survey, which I believe is testimony to the wellbeing of our students.

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"Mordialloc Beach Primary is an outstanding school and the community of Mordialloc should feel blessed to have a share in the wealth of this institution. We are completely satisfied with the experience our child has received thus far. There is a strong emphasis on community, inclusion, academic excellence and personal development. The Principal here is fully engaged with the community and a credit to her profession, leading by example and having amassed a group of very capable, engaging teachers. My child's teacher, Mr K, is simply exceptional and has the ability to get the very best out of his students, going above and beyond. I can comment on these two individuals directly and they highlight the extraordinary value public schools can bring to bear when governed competently. This school is universally respected and spoken of by parents in the most glowing terms."

Financial performance and position

Financial performance and position

provide a commentary relating to the school's financial performance, including




- Why the annual result was a surplus or deficit. A deficit resulted due to the School's decision to provide extra classes to ensure better management of a couple of student behavioral issues from students who came to our school from another primary school. We have fully prepared our finances to pay this deficit back in 2019 as our enrolments are still growing.
- Extraordinary revenue or expenditure items A significant increase in funds was raised through the efforts of the school community whilst delivering a memorable Sesquicentennial (150 Year) celebration.
- Sources of funding the school received; for example, equity funding, special grants or fundraising initiatives Some funds were raised via overseas students, fundraising (in particular, the Sesquicentennial), and community donations.
- additional State or Commonwealth Government funding the school received beyond the SRP, the purpose of the funding and its link to improvements in teaching and learning Commonwealth Sporting Schools grants, target program reimbursements – swimming in schools, respectful relationships (Kim & Teams training), inclusion boost (items for Sonny) and CSEF (Equity) funds were used towards Literacy Support in Year 1.

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 207 students were enrolled at this school in 2018, 87 female and 120 male.

27 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

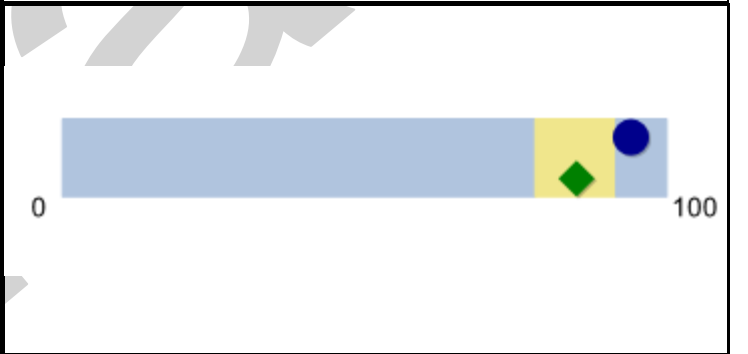
Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

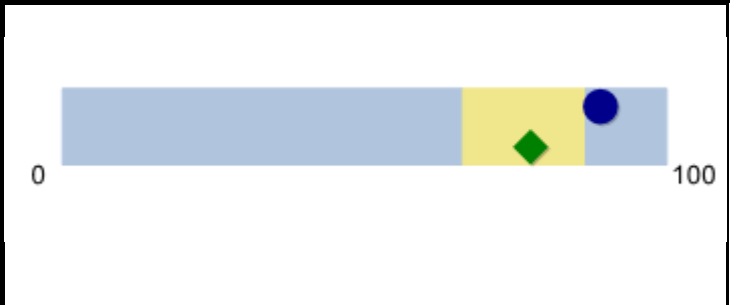
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






School Staff Survey

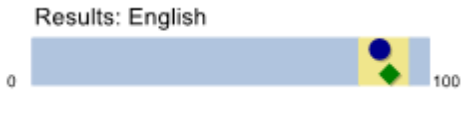
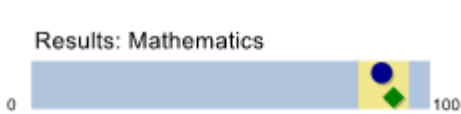


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> 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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Higher</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> Lower</p> <p> Similar</p> <p> Lower</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>9%</td> <td>50%</td> <td>41%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>39%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>68%</td> <td>18%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>45%</td> <td>27%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>14%</td> <td>64%</td> <td>23%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	9%	50%	41%	Numeracy	35%	39%	26%	Writing	14%	68%	18%	Spelling	27%	45%	27%	Grammar and Punctuation	14%	64%	23%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>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>	<p>Results: 2018</p> <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>Few absences <-----> Many absences</p> <table border="1" data-bbox="545 913 1029 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>96 %</td> <td>89 %</td> <td>95 %</td> <td>90 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	96 %	89 %	95 %	90 %	93 %	94 %	93 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
96 %	89 %	95 %	90 %	93 %	94 %	93 %										

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	\$1,569,520	High Yield Investment Account	\$155,408
Government Provided DET Grants	\$220,418	Official Account	\$23,887
Government Grants Commonwealth	\$11,592	Total Funds Available	\$179,295
Revenue Other	\$46,474		
Locally Raised Funds	\$230,381		
Total Operating Revenue	\$2,078,385		
Equity¹			
Equity (Social Disadvantage)	\$8,824		
Equity Total	\$8,824		
Expenditure		Financial Commitments	
Student Resource Package ²	\$1,617,796	Operating Reserve	\$57,751
Books & Publications	\$1,489	Other Recurrent Expenditure	\$2,146
Communication Costs	\$3,807	School Based Programs	\$8,192
Consumables	\$52,515	Asset/Equipment Replacement < 12 months	\$40,000
Miscellaneous Expense ³	\$106,218	Maintenance - Buildings/Grounds < 12 months	\$15,000
Professional Development	\$3,616	Maintenance - Buildings/Grounds > 12 months	\$56,206
Property and Equipment Services	\$122,797	Total Financial Commitments	\$179,295
Salaries & Allowances ⁴	\$94,510		
Trading & Fundraising	\$9,364		
Utilities	\$11,100		
Total Operating Expenditure	\$2,023,211		
Net Operating Surplus/-Deficit	\$55,174		
Asset Acquisitions	\$25,553		

(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 04 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)

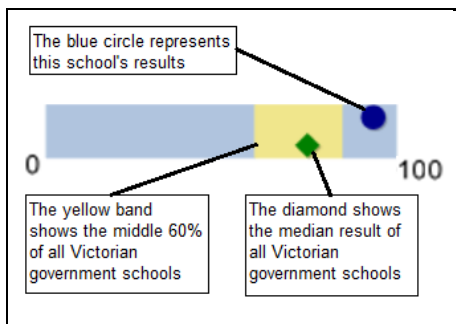
Engagement

- 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).

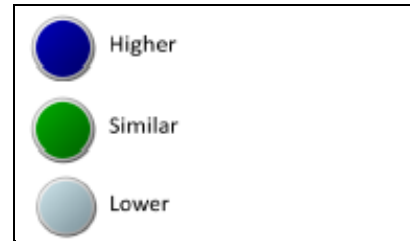


What does *School Comparison* refer to?

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').