

2018 Annual Report to The School Community



School Name: James Cook Primary School (5136)



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

Attested on 06 June 2019 at 03:17 PM by Anne Burgess
(Principal)

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

Attested on 20 August 2019 at 02:00 PM by Lucas Sheldon
(School Council President)

About Our School

School context

Motto - "Believe to Succeed"

Vision - To provide the opportunity for each child at James Cook Primary School to be successful, resilient and innovative learners through the provision of:

- High quality, personalised and engaging education
- A safe and supportive environment
- Positive values

Mission Statement - At James Cook Primary School, students desire to be lifelong learners of the ever changing world they are a part of by:

- Excelling in academic achievement
- Fostering an understanding of respect and appreciation for self and others
- Show a commitment and understanding about a sustainable future
- Striving to be responsible citizens who make a difference to the local and global world within they live

The Key Values that are identified as the core for James Cook Primary School Community are:

Respect – Treating ourselves and others with honesty, kindness and integrity. Being responsible enough to show people that we care about everyone and everything in our school community by our actions and words.

Teamwork- Working together, considering everyone in the team for a common good.

Inclusiveness – An acceptance and celebration of everyone and the qualities they bring to the school community.

Resilience – The ability to bounce back in a positive way from problems or setbacks that require positive choices and solutions to move forward.

Persistence - Striving for the best, never giving up exhausting all possibilities.

Innovation – To encourage new ideas and creative thinking to support an appreciation of what is possible locally and globally.

James Cook Primary School is situated in Endeavour Hills, south east of Melbourne, and is in its 39th year. The 2018 student enrolment stands at 236 students from a highly diverse multicultural and socioeconomic demographic, with a high proportion of EAL/D students. The SFOE is currently at 0.5430. The current staffing profile comprises two Principal Class members, one Learning Specialist, nineteen further teaching staff members (18.4EFT), eight Education Support Staff members – six classroom/integration support, two administration support (6.1EFT).

The school has four individual flexible learning modules (buildings). We have a dedicated Art Room, Gymnasium and Administration spaces. James Cook Primary School provides personalised learning in all key learning areas with an emphasis on English and Mathematics. We cater for specialist subjects in Visual Art, Music, Mandarin Language and Physical Education, including a swimming program. Sports Education is an integral personal and social development program which is supplemented by the Australian Sports Commission's Sporting Schools Program. Intervention/Extension Programs are provided for Reading and Mathematics. James Cook has embarked on the development of building a 'Growth Mindset' culture to underpin the nurturing of resilient and intrinsically motivated learners. This is supported by the 'You Can Do It' social skills program' which anchors daily life within the school. We have a fully refurbished Library / Specialists' Centre which accommodates Music and Chinese Mandarin classes. Science is delivered as specialist delivery via our classroom teachers. Information and Communication Technologies (ICT) is embedded into all facets of learning. James Cook Primary School boasts a 1:1 device program of a combination of tablets, notebooks and chrome books. Our other facilities include a basketball and netball court plus a full size soccer pitch. We have a dedicated prep play area with synthetic turf, two further playgrounds and grass access.

Student Leadership comprises four School Captains, eight House Captains, Sustainability, Art, Sport and Music Captains. School assemblies are led by the School Captains. They also present reports to School Council once each term. The School Representative Council (SRC) promotes student voice at all levels to support selected charities and run special school events.

James Cook Primary School maintains strong community partnerships to support our learning programs. These community supports are integral to the success of the students at our school:

- Our relationship with James Cook Kindergarten is strong.
- The majority of year six students transition to Gleneagles Secondary College.
- Extend Before and After School Care conducts their service on-site at James Cook to support our working parents.
- Our Joint Use Agreement with the City of Casey to share the large adventure playground, and an oval with the Endeavour Hills Sporting Club in order to encourage and support student soccer, remains in place to enrich the facilities we are able to offer.
- Engage 1-On-1 provide a fully funded psychology and counselling service to students requiring support.
- Our partnership with Kids Hope is going from strength to strength for a third year, embedding special relationships with our students.
- Staff support our Breakfast Club program that is now supported by Food Bank, allowing James Cook Primary School to ensure our students have the best possible start to every day.

The school completed a building/refurbishment to provide a STEM Kitchen facility for students. This will deepen the curriculum offerings, for enriched learning opportunities for our students.

Framework for Improving Student Outcomes (FISO)

FISO - Excellence in Teaching and learning - Curriculum Panning and Assessment

In 2018, a School Improvement Partnership with a nearby primary school was formed to build teachers' data literacy. All teachers were involved in collegiate visits, peer observation and shared professional learning opportunities with the partnership school and reported positively on the professional learning experience and the data knowledge gained. The Leadership Team reported on the increased use of data to inform planning and on the renewed focus on monitoring and improving student outcomes. The staff also reported an increase in their knowledge, skills and understanding of data literacy in Numeracy.

Reading continued to be a professional learning focus during 2018 with the aim of implementing and strengthening a whole school instructional approach anchored by guided reading. Ongoing coaching and feedback were provided by the Literacy Leader to build teacher knowledge and confidence to implement the program. Teachers reported on the positive impact of the new instructional approach on their teaching. The Guided Reading model provided students with a consistent lesson structure and increased opportunities to read with their teacher. We continue to strengthen all elements of the model to improve consistency of teaching practice.

FISO - Community Engagement in Learning - Building Communities

The school provides a range of annual events to engage families and build a sense of community. These events included the whole school Picnic, Family Night, Harmony Day, house lunches and the musical. A Grandparents Pancake Breakfast and Mothers' and Fathers' Day Breakfasts were introduced in 2018. Student leaders commenced organising, resourcing and running the school disco and all senior students commenced running the mini fete in 2017 and this continued into 2018. During the review fieldwork forums, students reported the community events as among the best things about the school and staff agreed the events provided an opportunity for the students to work and socialise with other students, teachers and adult helpers. Parents in the review focus group also endorsed community events as a school highlight and reported they provided an opportunity for families to get to know other families and to meet the teachers.

Achievement

English - Teacher judgements for English, at or above the age expected Victorian Curriculum Standards F-6 were at 88.3%, slightly lower than the 90% state median. NAPLAN 2018 Reading results indicate that 66.7% of Year 3 students achieved in the top three bands, lower than expected and lower than the state median of 76.5%. The four-year average for Year 3 students in the top three bands is 79.5%, higher than expected and ahead of the state median of 71.4%. Year 5 NAPLAN results indicated 46.7% of students achieved in the top three bands, well below expectation and the state median of 64.9%. The four-year average of 61.9% remains slightly ahead of the state median 61.2% but lower than that expected of the school. The increase in the percentage of students achieving low growth to 41.7% for Reading was an area of concern, requiring immediate intervention.

Transition to a whole-school approach to teaching Reading was a major focus in 2018 and it is expected that the impact of this work will see positive movement in teacher judgements P-6, increased percentages of students achieving in the top three bands in Reading for both Years Three and Five and a reduction of students achieving low growth is also anticipated in 2019.

Mathematics - Teacher judgements for Mathematics, at or above the age expected Victorian Curriculum Standards F-6 were at 87.3%, slightly lower than the 91.1% state median. NAPLAN 2018 Mathematics results indicate that 71.4% of Year 3 students achieved in the top three bands, higher than expected but slightly lower than the state median of 72.5%. The four-year average for Year 3 students in the top three bands is 79.5%, higher than expected and well above the state median of 65.7%. Year 5 NAPLAN results indicated 36.7% of students achieved in the top three bands, well below expectations and the state median of 55.6%. The four-year average of 58.3% is ahead of the state median 54.8% but below that expected of our school. The increase in the percentage of students achieving low growth to 60% for Mathematics was flagged as an area of high priority, requiring immediate intervention. During 2018 there has been a shift to a multi-strand, data driven delivery approach for teaching Mathematics and it is anticipated that the impact of this work will affect positive movement in both teacher judgements P-6, along with increased percentages of students achieving in the top three bands. A reduction of students achieving low growth is also anticipated in 2019 in Mathematics for both Years Three and Five.

Engagement

Attendance data showed positive movement from 2017, down from 19.3% to 17.6% average days absent F-6 in 2018. This also fell below the four-year average of 18.1%.

A '100% Attendance = 100% Attendance' approach has been adopted. A large factor in this approach has been the daily follow-up calls to parents and carers of absent students and vigilance in accuracy absence notifications. Home visits and personalised attention to chronic absences has also impacted positively.

Wellbeing

The 2018 Student Attitudes to School Survey completed by students in Years Four, Five and Six, reported an 80.8% endorsement for 'Sense of Connectedness'. This result is within the expected result range but is below the two-year average of 83.4% endorsement. There has been a stronger emphasis on increasing student leadership and involvement in the planning and running of whole-school events. These include the students taking over the running of the PFA annual fundraising disco, planning / managing and accounting the annual Mini Fete.

Financial performance and position

The 2018 SRP showed a net operating surplus result of \$98146, as a result of strategic and diligent financial planning and allocation of human and physical resources. The Confirmed Budget for 2018 was inclusive of \$296,000 of equity funding and was supported by \$13,000 of PFA locally raised funds, a \$5,000 Sustainability grant and a \$625 Multicultural Events grant. The school gained VSBA approval, completed a building/refurbishment to provide a STEM Kitchen facility for students within the 2018 budget, facilitated by \$270,000 surplus funds from previous years of prudent financial management of the James Cook Primary School Council. DET funding through the DSSI School Improvement Partnerships initiative, as a 'Partner School', totaling \$30,000, supported the building of staff capacity through a Community of Practice framework with Brentwood Park Primary School.

For more detailed information regarding our school please visit our website at
<https://jamescookps.vic.edu.au/>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 238 students were enrolled at this school in 2018, 133 female and 105 male.

48 percent of students had English as an additional language and 0 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

| Parent Satisfaction | School | State Median | Middle 60 percent low | Middle 60 percent high |
|-----------------------------------|---------|--------------|-----------------------|------------------------|
| | Percent | Percent | Percent | Percent |
| Percent endorsement (latest year) | 85.1 | 85.1 | 78.3 | 91.6 |

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

| School Climate | School | State Median | Middle 60 percent low | Middle 60 percent high |
|-----------------------------------|---------|--------------|-----------------------|------------------------|
| | Percent | Percent | Percent | Percent |
| Percent endorsement (latest year) | 69.4 | 77.7 | 66.6 | 86.7 |

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

| Teacher Judgments at or above age expected standards (latest year) | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|--|---------|--------------|-----------------------|------------------------|-------------------|
| Domain | Percent | Percent | Percent | Percent | |
| English | 88.3 | 90.1 | 82.6 | 95.3 | Lower |
| Mathematics | 87.3 | 91.1 | 84.0 | 96.4 | Lower |

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

| NAPLAN top 3 bands (latest year) | | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|----------------------------------|------------------------|---------|--------------|-----------------------|------------------------|-------------------|
| Year Level | Domain - measure | Percent | Percent | Percent | Percent | |
| Year 3 | Reading (latest year) | 66.7 | 76.5 | 62.0 | 89.2 | Similar |
| Year 3 | Numeracy (latest year) | 71.4 | 72.5 | 53.6 | 87.5 | Higher |
| Year 5 | Reading (latest year) | 46.7 | 64.9 | 48.8 | 80.0 | Lower |
| Year 5 | Numeracy (latest year) | 36.7 | 55.6 | 37.0 | 75.0 | Lower |

| NAPLAN top 3 bands (4 year average) | | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|-------------------------------------|---------------------------|---------|--------------|-----------------------|------------------------|-------------------|
| Year Level | Domain - measure | Percent | Percent | Percent | Percent | |
| Year 3 | Reading (4 year average) | 79.5 | 71.4 | 57.6 | 83.6 | Higher |
| Year 3 | Numeracy (4 year average) | 73.3 | 65.7 | 51.2 | 80.0 | Higher |
| Year 5 | Reading (4 year average) | 61.9 | 61.2 | 47.0 | 75.5 | Lower |
| Year 5 | Numeracy (4 year average) | 58.3 | 54.8 | 39.2 | 71.4 | Lower |

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

| NAPLAN Learning Gain | Low Growth | Medium Growth | High Growth |
|-------------------------|------------|---------------|-------------|
| Domain | Percent | Percent | Percent |
| Reading | 41.7 | 58.3 | 0.0 |
| Numeracy | 60.0 | 40.0 | 0.0 |
| Writing | 12.5 | 70.8 | 16.7 |
| Spelling | 20.8 | 70.8 | 8.3 |
| Grammar and Punctuation | 33.3 | 54.2 | 12.5 |

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

| Average number of absence days | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|---|--------|--------------|-----------------------|------------------------|-------------------|
| | Number | Number | Number | Number | |
| Average number of absence days (latest year) | 17.6 | 15.1 | 12.9 | 18.1 | Lower |
| Average number of absence days (4 year average) | 18.1 | 15.2 | 13.2 | 17.8 | Lower |

Attendance Rate

Average 2018 attendance rate by year level:

| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------------|---------|---------|---------|---------|---------|---------|---------|
| | Percent | Percent | Percent | Percent | Percent | Percent | Percent |
| Attendance Rate (latest year) | 91 | 91 | 92 | 92 | 95 | 93 | 86 |

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

| Sense of Connectedness | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|--------------------------------------|---------|--------------|-----------------------|------------------------|-------------------|
| | Percent | Percent | Percent | Percent | |
| Percent endorsement (latest year) | 80.8 | 81.1 | 72.6 | 89.0 | Similar |
| Percent endorsement (2 year average) | 83.4 | 81.7 | 73.8 | 88.7 | Similar |

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

| Management of Bullying | School | State Median | Middle 60 percent low | Middle 60 percent high | School Comparison |
|---|---------|--------------|-----------------------|------------------------|-------------------|
| | Percent | Percent | Percent | Percent | |
| Percent endorsement (latest year) | 70.9 | 81.2 | 72.2 | 90.3 | Lower |
| Percent endorsement (2 year average) | 77.8 | 81.8 | 73.7 | 89.7 | Lower |

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

| Revenue | Actual |
|--------------------------------|--------------------|
| Student Resource Package | \$2,352,745 |
| Government Provided DET Grants | \$368,879 |
| Government Grants Commonwealth | \$6,000 |
| Government Grants State | \$5,125 |
| Revenue Other | \$29,296 |
| Locally Raised Funds | \$116,422 |
| Total Operating Revenue | \$2,878,467 |

| Equity ¹ | Actual |
|---|------------------|
| Equity (Social Disadvantage) | \$296,308 |
| Equity (Catch Up) | \$0 |
| Transition Funding | \$0 |
| Equity (Social Disadvantage – Extraordinary Growth) | \$0 |
| Equity Total | \$296,308 |

| Expenditure | Actual |
|---------------------------------------|--------------------|
| Student Resource Package ² | \$2,310,586 |
| Adjustments | \$0 |
| Books & Publications | \$2,402 |
| Communication Costs | \$8,149 |
| Consumables | \$73,088 |
| Miscellaneous Expense ³ | \$175,435 |
| Professional Development | \$29,316 |
| Property and Equipment Services | \$251,676 |
| Salaries & Allowances ⁴ | \$83,892 |
| Trading & Fundraising | \$22,419 |
| Travel & Subsistence | \$307 |
| Utilities | \$19,342 |
| Total Operating Expenditure | \$2,976,613 |
| Net Operating Surplus/-Deficit | (\$98,146) |
| Asset Acquisitions | \$302,991 |

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

| Funds available | Actual |
|-------------------------------|------------------|
| High Yield Investment Account | \$2,578 |
| Official Account | \$20,855 |
| Other Accounts | \$533,116 |
| Total Funds Available | \$556,548 |

| Financial Commitments | Actual |
|---|------------------|
| Operating Reserve | \$91,246 |
| Other Recurrent Expenditure | \$0 |
| Provision Accounts | \$0 |
| Funds Received in Advance | \$50,546 |
| School Based Programs | \$37,723 |
| Beneficiary/Memorial Accounts | \$0 |
| Cooperative Bank Account | \$0 |
| Funds for Committees/Shared Arrangements | \$1,202 |
| Repayable to the Department | \$0 |
| Asset/Equipment Replacement < 12 months | \$110,000 |
| Capital - Buildings/Grounds < 12 months | \$230,000 |
| Maintenance - Buildings/Grounds < 12 months | \$20,000 |
| Asset/Equipment Replacement > 12 months | \$0 |
| Capital - Buildings/Grounds > 12 months | \$0 |
| Maintenance - Buildings/Grounds > 12 months | \$0 |
| Total Financial Commitments | \$540,716 |

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

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

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

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

WHAT DOES SCHOOL COMPARISON REFER TO?

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

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

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

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

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

WHAT IS THE VICTORIAN CURRICULUM?

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

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

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

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

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