

# 2019 Annual Report to The School Community



**School Name: Hastings Primary School (1098)**



- 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 19 March 2020 at 12:03 PM by Simone McDonald (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.

Attested on 20 March 2020 at 04:26 PM by Julie Coster (School Council President)

## About Our School

### School context

Hastings Primary School is located in the regional township of Hastings, on the Western Port side of the Mornington Peninsula. The school has a long and proud history of almost 150 years, valuing the contributions of families past and present. The school currently has a student population of 221 as of February 2019 census, with a relatively small population of ATSI and EAL students.

The School Strategic Plan 2020 – 2023 was developed mid 2019 after a rigorous School Review, with priorities based on the Framework for Improving Student Outcomes. The school enjoys a strong sense of community and the mutually supportive partnerships between students, parents/carers and staff have become a feature of the school. We also benefit immeasurably by the fantastic contribution made by our large band of committed volunteers drawn from the school and broader community.

The Victorian Curriculum is the basis for all curriculum in Foundation – Year 6, with significant team planning ensuring effective and engaging delivery. High quality information technology and teaching and learning approaches greatly support and impact positively on student learning growth and outcomes.

The Linking Schools and Early Years community partnership continues to support the early years school transition and the school is well supported by community groups, agencies, services, local businesses and clubs.

The school recognises the key role that parents and carers play in their child/ren's learning and these productive partnerships are actively promoted and supported. The school's Friends of Hastings Primary School volunteer team continues to support and promote school community connectedness through a range of social and fundraising activities.

The school's workforce consists of a combination of skilled and dedicated teaching staff, supported by education support staff who add a wide range of skills and interests to the programs and activities offered at the school. The school has a NSCP funded chaplain 2 days per week. Allied health professionals work closely with the school community, with services including speech pathology, occupational therapy, paediatric clinic, student counsellor and psychologists.

As a 'Be You' school [previously, KidsMatter], a significant commitment has been made to support and nurture the well-being of all community members. A school culture consistently displaying care, respect, integrity, inclusion and connectedness is strongly evident.

Due to high levels of disadvantage, the school receives substantial social equity funding from government. Levels of family mobility and transience can be high, and whilst student numbers have declined slightly over the past two years, next year will see an increase in enrolment figures. With this additional funding, teachers and support staff are employed to provide learning interventions for students working below, at and above the expected learning outcomes. The School Council ensures the school facilities (grounds, buildings and resources (human and physical) are well placed to deliver diversity and choice to enhance curriculum provision and student well-being support.

### Framework for Improving Student Outcomes (FISO)

In 2019, Hastings Primary School's AIP focused on implementation of Key Improvement Strategies [KIS] related to the FISO dimensions of Building Practice Excellence, Intellectual Engagement and Self-Awareness and Parents and carers as Partners.

This included:

- Improving consistency in Instructional Practice across the school
- Building the staff capacity to use data to differentiate teaching
- Improving student voice and agency across the school
- Improving student attendance
- Improving parent participation and involvement in student learning

To support implementation of these KIS, the school participated within the DET's PLC initiative and a learning Specialist was appointed as an instructional Leader to support teachers to effectively use the available assessment tools, allowing for consistent use of data and other evidence to inform teaching and learning.

Continuing progress is being made in improving student voice and agency across the school. Every student is actively

involved in using their voice to support their learning outcomes and through forums to impact school environment and activities. Student attendance continues to remain a focus and every cohort experienced an improvement [reduction] in 20+ days of absence.

## Achievement

In 2019, the school continued work on its strategic plan goal of improving student learning growth and learning outcomes in Literacy and Numeracy Foundation – Year 6. Students in all years continue to improve in both literacy and numeracy, which has been measured using tools that compare learning at Hastings Primary School with that of similar schools, network and state achievement.

The school's performance in 2019 against the intake adjusted like school cohort in Year 5 [benchmark growth] shows higher growth than similar schools, network and State in the areas of Reading, Writing, Spelling and Grammar & Punctuation. The school's performance in 2019 in Year 5 [relative growth] shows higher growth than similar schools, network and State in the areas of Reading, Writing and Spelling.

National assessment data for English and Mathematics in Year 3 and 5 provides evidence of the school's focused efforts in improving student learning outcomes.

In 2019 the Reading results demonstrated a greater percentage of students achieving high growth when compared to similar schools, and achieved a similar percentage to state. Focused work in Reading and Writing and has resulted in the learning growth between Years 3 and 5, for the matched cohort at this school, exceeding the State mean for learning growth. This has been evident in 2016, 2017, 2018 and 2019. NAPLAN Learning Gain between Year 3 and Year 5 (matched cohort) data evidenced increased degrees of growth in Reading and Spelling in 2019. More students are experiencing medium and high growth than in previous years.

The long term commitment of literacy coaching and whole school reading workshop strategies continued to positively impact reading outcomes as evidenced in the Year 5 NAPLAN outcomes for 2019. To ensure this progress is continued, in 2020 support will continue to be provided in Foundation – Year 6 classes, specifically for literacy development, with a writing focus, by utilising the Learning Specialist to directly support development of teacher practices. There will also be sustained whole staff professional development opportunities via external sources and through sharing of internal knowledge of highly experienced teaching staff.

Continued focus on spelling, grammar and punctuation throughout the SSP period 2016 – 2019 has supported improved literacy skills in all areas of writing. The number of students in the top 2 bands for Year 3 and 5 is close to that of similar and network schools in spelling. The 2019 Relative Growth data for spelling also exceeds State achievements. We have seen growth in the Top 2 bands for Grammar and Punctuation, and are achieving at an equivalent level to similar. The 2020 Annual Implementation Plan will support further development and progress in the area of writing.

A professional learning focus on the Literacy and Numeracy teaching and assessment has resulted in a more consistent, school wide approach to teaching and learning.

Continued focus on writing, spelling, grammar and punctuation, and mathematics throughout the SSP period 2019 – 2023 is expected to support improved literacy skills in all areas of writing and mathematics.

The progress of our students who are supported through the PSDMS [Programme for Students with disabilities] was maintained through diligent and planned delivery of high quality strategic learning support, provided through collaborative approaches between Classroom Teachers, Educational Support Staff, families and onsite external agencies providing speech, occupational therapy, counselling advice and student support group meetings as required for these students.

## Engagement

Hastings Primary School students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement and social capacity.

Building and sustaining student engagement is approached through a wide range of strategies, beginning at the whole school level, then to specific student cohorts and finally at the individual student level.

Approaches include;

- Kids matter/Be You framework components of building a positive school community – engaging families' not

just students, and explicitly teaching and embedding strong social and emotional skills and understandings in all community members.

- A school culture of respect, tolerance, community, compassion, self-discipline and friendliness.
- Engaging parents, and valuing their contributions, in their children's learning and development.
- High expectations in the areas of student behaviour and attitude and school attendance, with relevant acknowledgements an important part of every day.
- A consistent, transparent Student Well Being Policy and Code of Conduct, well respected by all members of the school community.

This year, the School focused on KIS of Intellectual Engagement and Self-Awareness related to the FISO dimension Setting Expectations and Promoting Inclusion. The work in this area is ongoing and in 2019 included involvement in both the Primary Maths and Science Specialist [PMSS] & Professional Learning Communities [PLC] initiatives.

Participation in these initiatives has continued to strengthen the capacity of staff to enable student voice and agency within all learning experiences.

Opportunities for student voice and agency continue are supported further through clear student leadership pathways across the school.

In 2019 the average number of student absence days at all levels was within the 'similar' range for school comparison purposes. Attendance will remain a focus in 2020, and be supported through case by case management, having been identified and supported by the Well-Being Team.

## Wellbeing

Hastings Primary School supports the well-being of students and their families by providing a high level of care and support to our community through the KidsMatter framework and associated policies and actions.

Student Well-being continues to be a focus. If students are not feeling safe, learning can be difficult. In 2019, the school continued to promote a positive learning environment for all students through positive behaviour supports and close links with health providers and service agencies to support a well-managed and shared approach to student well-being. In this way, the school supports the well-being of identified 'vulnerable' students and their families.

The Well Being team has a strong commitment to ensuring the sense of well-being, safety and connectedness is well established for the school community, and specifically for our students.

The Attitudes to School 2019 survey results show students' have positive responses to Stimulated Learning, Effective teaching time, Differentiated learning challenge, Attitudes to Attendance, High Expectations for Success, Sense of Inclusion, and Motivation and Interest. The school continues its efforts towards improving students' perception of Not Experiencing Bullying and Sense of Connectedness. Parent Opinion Survey results in 2019 demonstrated an increased satisfaction towards Managing Bullying and Not Experiencing Bullying.

The school's focus continues to develop positive relationships through the explicit teaching of social and emotional learning curriculum; Rights, Responsibilities & Respectful Relationships.

Overall the management of student behaviour in classrooms is regarded as effective and responsible for the more positive responses in student motivation and independent learning and engagement. All in all, the school's well-being outcomes in relation to student attitudes remain similar to other like schools.

Children across the school regularly interact and work with staff from different levels and specialist backgrounds. They experience change, develop flexibility and adaptability, and build resilience and confidence. Further transitions are supported at the end of each year [in readiness for the following year].

## Financial performance and position

Hastings Primary School maintained a very sound financial position throughout 2019. The new strategic plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year surplus. This surplus occurred through generous community grants and philanthropic donations, DET Initiatives and targeted teaching areas in 2019. The school receives generous Equity Funding, which contributed towards the employment of an Assistant principal, Learning Specialist, Speech and Occupational Therapists and a Student Counsellor.

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.




**For more detailed information regarding our school please visit our website at**  
<https://hastingsprimary.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 219 students were enrolled at this school in 2019, 103 female and 116 male.

4 percent were EAL (English as an Additional Language) students and 6 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

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><b>Below</b> </p> <p><b>Below</b> </p>

## Performance Summary

Key:		Key:		
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison		
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar	 Below
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>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Below </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>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: ◆

**Key:** Similar School Comparison  
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p><b>NAPLAN Learning Gain</b> 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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26%</td> <td>47%</td> <td>26%</td> </tr> <tr> <td>Numeracy</td> <td>22%</td> <td>72%</td> <td>6%</td> </tr> <tr> <td>Writing</td> <td>10%</td> <td>60%</td> <td>30%</td> </tr> <tr> <td>Spelling</td> <td>16%</td> <td>21%</td> <td>63%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>58%</td> <td>16%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	26%	47%	26%	Numeracy	22%	72%	6%	Writing	10%	60%	30%	Spelling	16%	21%	63%	Grammar and Punctuation	26%	58%	16%	<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> <table border="1"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
Reading	26%	47%	26%																															
Numeracy	22%	72%	6%																															
Writing	10%	60%	30%																															
Spelling	16%	21%	63%																															
Grammar and Punctuation	26%	58%	16%																															
Gain Level	Percentage																																	
Low	25%																																	
Medium	50%																																	
High	25%																																	

## 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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

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>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>Similar <span style="color: lightblue; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <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>92 %</td> <td>89 %</td> <td>93 %</td> <td>89 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	89 %	93 %	89 %	91 %	91 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	89 %	93 %	89 %	91 %	91 %	91 %										

## 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: ◆

**Key:** Similar School Comparison  
 Above  Similar  Below

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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p>Similar <span style="background-color: lightblue; border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: inline-block; margin-left: 10px;"></span></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><b>Results: 2019</b></p> <p><b>Results: 2017 - 2019 (3-year average)</b></p>	<p>Below <span style="background-color: blue; border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: inline-block; margin-left: 10px;"></span></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	\$2,529,208	High Yield Investment Account	\$519,293
Government Provided DET Grants	\$617,835	Official Account	\$7,984
Government Grants Commonwealth	\$5,700	<b>Total Funds Available</b>	<b>\$527,278</b>
Revenue Other	\$25,501		
Locally Raised Funds	\$99,076		
<b>Total Operating Revenue</b>	<b>\$3,277,320</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$586,082		
<b>Equity Total</b>	<b>\$586,082</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,266,504	Operating Reserve	\$91,058
Books & Publications	\$3,163	Other Recurrent Expenditure	\$6,236
Communication Costs	\$3,440	Funds Received in Advance	\$27,083
Consumables	\$41,109	School Based Programs	\$82,000
Miscellaneous Expense <sup>3</sup>	\$355,203	Asset/Equipment Replacement < 12 months	\$67,000
Professional Development	\$4,528	Capital - Buildings/Grounds < 12 months	\$50,000
Property and Equipment Services	\$291,367	Maintenance - Buildings/Grounds < 12 months	\$130,000
Salaries & Allowances <sup>4</sup>	\$366	Maintenance - Buildings/Grounds > 12 months	\$70,000
Trading & Fundraising	\$12,814	<b>Total Financial Commitments</b>	<b>\$523,377</b>
Travel & Subsistence	\$54		
Utilities	\$19,319		
<b>Total Operating Expenditure</b>	<b>\$2,997,867</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$279,452</b>		
<b>Asset Acquisitions</b>	<b>\$0</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)

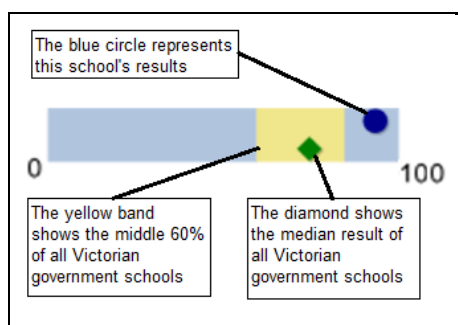
### Engagement

- 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).

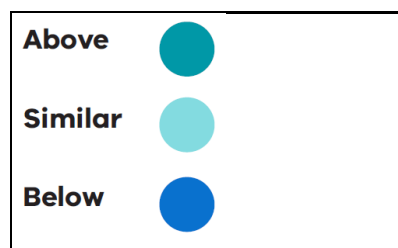


## What does *School Comparison* refer to?

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').