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 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 03 March 2020 at 02:53 PM by Fiona Knight (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 09 June 2020 at 10:25 AM by Michelle Peters (School Council President)
About Our School

School context

Rosedale Primary School is located in Central Gippsland, approximately 185 kilometres east of Melbourne, between the larger regional centres of Traralgon and Sale. Our overall socio-economic profile, based on the school's Student Family Occupation and Education index, which takes into account parents' occupations and education, is in the low range level of educational advantage.

At Rosedale Primary School we foster friendly, learned students who conduct themselves with acceptance, integrity and respect in a positive, engaging environment. The school's vision is based on the School Wide Positive Behaviour Support (SWPBS) values of: Friendship, Learning, Acceptance, Integrity and Respect. We explicitly teach our values and acknowledge students when they demonstrate the expected FLAIR behaviours and values. Rosedale Primary School has developed a "Growing For Life" integrated curriculum, encompassing personal and interpersonal Learning - Growing Me, Growing Us and Growing the Environment. Our balanced and comprehensive curriculum constantly challenges students to extend their learning and recognises and responds to their diverse learning needs.

In Term 1 2019 Rosedale Primary School engaged in the extensive school review process. The School Review Panel identified processes to develop teacher judgement, validated by rigorous data analysis and the planning and review of instructional strategies using data and evidence were yet to be consistently implemented. The school had begun the process of implementing team processes to analyse and monitor student learning data as Rosedale Primary School became part of the Professional Learning Communities of Practice in Term Three 2019 and through involvement in the Differentiated Support for School Improvement Teaching Partners in 2019.

Rosedale Primary School had committed to a three year Challenging Learning Process with George Telford and James Nottingham. The process was rigorous and tailor made to our identified needs and has built the capacity of our staff and students to create a culture of learning resilience and challenge. 2019 was the third year of this process and results showed significant learning gain for staff and students, particularly in the areas of language for learning and challenge.

In 2019 we operated with 103 students in five composite classrooms and had 11.48 equivalent full-time staff: 1 Principal class, 6.0 teachers and 4.48 Education Support Staff. No indigenous staff members were employed. Rosedale Primary School provides a wellbeing program supported by a school chaplain, primary welfare officer and attendance support officer. There were 9 students supported by the Program for Students with Disabilities in 2019.

Framework for Improving Student Outcomes (FISO)

The 2019 Rosedale Primary School Review Panel recommended the following key directions for the School Strategic Plan:
1. Literacy, particularly improving learning outcomes in reading and writing.
2. Student engagement with a focus on increased student voice and agency in learning.
3. Student motivation to achieve improved learning growth.

In 2019 the focus was on implementing the FISO dimensions of Curriculum Planning and Assessment, Evidence Based High Impact Teaching Strategies and Evaluating Impact on Learning. This included the strategies of:
- Developing an agreed guaranteed and viable curriculum for reading, a Look For document for Readers' Notebooks and adopting the Edith Cowan University "From Sounds to Spelling: A Teaching Sequence" for the synthetic systematic teaching of phonics
- Developing a consistent instructional model incorporating the high-impact teaching strategies for the reading workshop
- Developing practices to enable teachers to reflect, evaluate and modify their teaching practice, including coaching and a DSSI teaching partner.
Further embedding the principles and practices of challenging learning for staff and students using the 3 essential feedback questions: What am I trying to achieve? How much progress have I made so far? And what should I do next?

Building teacher data literacy and skills to utilise a range of formative and summative assessments to triangulate data, differentiate teaching and provide feedback to students.

The development of a new assessment schedule with a stronger focus on formative assessment and a data wall to track student growth in reading.

Building a professional learning community to collaboratively improve and evaluate the impact on learning using an inquiry-based improvement cycle.

The Fountas & Pinnell Benchmark Assessment System is being introduced in 2020 as a more accurate and reliable tool to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments.

### Achievement

Rosedale Primary School made a commitment in 2019 to improve student learning in reading with increased student voice and agency in learning and student motivation to achieve improved learning growth.

Strategies that supported our progress included:

- Implementation of a new whole school data collection and analysis approach using Sentral to monitor growth against the Vic Curriculum and attendance data
- The appointment of a Learning Specialist with a focus on reading
- The release of a Literacy Coach and Challenging Learning Coach to undertake coaching and feedback sessions
- All staff completing ongoing professional learning with George Telford
- The appointment of an aide for 18 hours a week to provide individual and small group intervention support across the school focusing on reading and a systematic synthetic approach to the teaching of phonics
- Training provided for the intervention aide and purchases made of explicit teaching resources
- Considerable money used to purchase additional reading resources, particularly non fiction and Systematic Synthetic Phonics resources
- Professional learning on the Reading Workshop model and its introduction to all classrooms

Feedback from George Telford indicated we needed to maintain our strong focus on agreed learning language to be used throughout the school and further develop an atmosphere of curiosity and discovery. Strategies to use when teaching dialogue and continued development of Learning Intentions and Success Criteria and their connection to the three questions of feedback remained crucial.

The Reading Workshop model and our involvement in the Outer Gippsland Area Reading Strategy remained a priority. In 2019 we joined the Professional Learning Communities (PLCs), an approach to school improvement where groups of teachers work collaboratively at the school level to improve student outcomes and also the Differentiated Support for School Improvement Initiative (DSSI) with Teaching Partner Kimley Lambourn appointed in 2019 to our school 0.5 to further support our growth in reading.

The 2019 Student Attitudes to School survey of our Years 4 to 6 students showed that 87% of our students had a positive endorsement of Differentiated Learning Challenge and 94% of Effective Teaching Time. The percentage of our students in the top 3 bands of testing in NAPLAN at Year 3 and Year 5 in Reading and Numeracy was above similar schools. The learning gain of students from Year 3 to Year 5 in the reading, numeracy and writing domains showed greater than 25% low gain. This is an area of identified focus as we strive to increase more students into medium and high gain.

### Engagement

Rosedale Primary School has aimed to improve student motivation and engagement as part of its direction in 2019. Strategies employed included:

- A welfare teacher was appointed at 0.4 to act as an Attendance Officer and follow up daily with all absences,
including frequent home visits to check on students or collect students if necessary
- Attendance meetings held with families and Attendance Plans developed for all students with attendance below 80%
- Positive acknowledgement of class and student attendance with Green Ticks and certificates of attendance
- Use of Sentral data to highlight attendance and absences
- A whole school commitment to the Challenging Learning Process and a Growth Mindset approach and the use of a common language that it is OK to make mistakes as these are learning opportunities
- High expectations for student learning, behaviour and attitudes
- Focus on self-improvement and progress and visible growth shared with students
- Improved feedback to and from students
- Students engaged in the school review process in forums and preliminary surveys
- Weekly leadership meetings between the School Captains and Principal
- School Captains attend School Council meetings

The 2019 Student Attitudes to School survey of our Years 4 to 6 students showed that 89% of our students had a positive endorsement in Stimulated Learning and 90% a positive endorsement in Sense of Confidence. This ranked us as very high, with increased growth that put us in the Influence category in the Panorama School Performance Report 2019. 88% of students felt that they were resilient learners and 93% positively endorsed their self-regulation and goal setting ability as learners. Student motivation, voice and agency remains a strong focus in the current School Strategic Plan, as further strategies are developed to support this in student learning.

In 2019 the percentage of students with 30 or more absence days was 15% (16 students) This will remain a significant focus into the future as we endeavor to decrease all absences and celebrate the attendance of those students who meet our goal of less than 10 days absence per year.

**Wellbeing**

At Rosedale Primary School we care about the welfare of every child. We pride ourselves on being a supportive, friendly and caring school that provides an outstanding student management program with a strong emphasis on the development of our school values, positive learning attitudes and resilience. School Wide Positive Behaviour Supports all that we do in this area and our students are frequently commended on their positive behaviours. Strategies to support the wellbeing of every student included:
- In 2019 the Chaplain supported home school links with regular events such as Bloke's Nights
- Implementing a range of activities such as the "Growing for Life" program, cooking and Circle Time
- The Challenging Learning Process created a culture of resilience and challenge in the development of a Growth Mindset, supported by George Telford
- A School Wide Positive Behaviour Support Team comprised of students, staff and a parent representative
- A behavioural expectations matrix developed for our school values
- Our whole school behaviour management strategy focused on positive expectations and acknowledgements that reflected our school values
- SWPBS and FLAIR values were embedded across the school
- A yearly planner was used to explicitly teach our expectations and values

The Student Attitudes to School Survey of Years 4 to 6 students’ perceptions and experiences of our school showed 93% of students felt a sense of inclusion, 84% a sense of connectedness and 85% felt that the management of bullying was effective. This shows considerable progress towards establishing a culture that empowers students to develop agency for their own learning and will continue to be an ongoing focus in 2020.

The 2019 School Review Panel scored Rosedale Primary School as excelling in the Health and Wellbeing dimension in the FISO Continua of Practice. This was based on our ability to strengthen the social and emotional wellbeing of our students, address the physical health, psychological and social wellbeing needs of our students and our supporting of students to realise their potential.
Financial performance and position

Rosedale Primary School is in a sound financial position with an end of year surplus of $287,060. There is a strategic approach to program budgets, revenue and expenditure, which are closely monitored by School Council to ensure funds are being used for maximum impact on student learning and maintaining a safe educational setting. In 2019 the budget focus was on the major priorities established in the new School Strategic Plan. Education State Equity Funding was used to implement professional learning strategies to support improvement in teaching and learning practices, particularly reading and the Challenging Learning Process. The net operating surplus was achieved because of sound management of the School Resource Package. The School Council recognises the importance of investing in school infrastructure and maintenance to ensure a safe and supportive learning environment and subsequently, has factored this into future plans with an investment in facilities and resources planned for 2020, including the resurfacing of the basketball court. Declining enrollments means that sound financial planning will become increasingly important, particularly with our current staffing level.

For more detailed information regarding our school please visit our website at http://www.rosedaleps.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 111 students were enrolled at this school in 2019, 48 female and 63 male.

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

#### Overall Socio-Economic Profile

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

#### Parent Satisfaction Summary

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

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

#### School Staff Survey

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

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

### Achievement

**Teacher Judgement of student achievement**

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

- English
- Mathematics

For further details refer to *How to read the Annual Report*.

### Student Outcomes

#### Results: English

- **Results:**
  - **Percentage:** 100
  - **Key:** Below

#### Results: Mathematics

- **Results:**
  - **Percentage:** 100
  - **Key:** Below

### Similar School Comparison

- **Key:**
  - Above
  - Similar
  - Below

- **Results:**
  - **Similar School Comparison:**
    - Below
## Performance Summary

### Achievement

<table>
<thead>
<tr>
<th>Student Outcomes</th>
<th>NAPLAN Year 3</th>
<th>NAPLAN Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results: Reading</strong></td>
<td><img src="chart1.png" alt="Bar Chart" /></td>
<td><img src="chart2.png" alt="Bar Chart" /></td>
</tr>
<tr>
<td><strong>Results: Reading (4-year average)</strong></td>
<td><img src="chart3.png" alt="Bar Chart" /></td>
<td><img src="chart4.png" alt="Bar Chart" /></td>
</tr>
<tr>
<td><strong>Results: Numeracy</strong></td>
<td><img src="chart5.png" alt="Bar Chart" /></td>
<td><img src="chart6.png" alt="Bar Chart" /></td>
</tr>
<tr>
<td><strong>Results: Numeracy (4-year average)</strong></td>
<td><img src="chart7.png" alt="Bar Chart" /></td>
<td><img src="chart8.png" alt="Bar Chart" /></td>
</tr>
</tbody>
</table>

### Similar School Comparison

- **Above**

---

**Rosedale Primary School**

**Range of results for the middle 60% of Victorian Government Primary Schools:**

- **Results for this school:** Median of all Victorian Government Primary Schools:
Performance Summary

Achievement

NAPLAN Learning Gain
Year 3 - Year 5

Learning gain of students from Year 3 to Year 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 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'.

Student Outcomes

<table>
<thead>
<tr>
<th>Reading</th>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>44%</td>
<td>44%</td>
<td>11%</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>22%</td>
<td>67%</td>
<td>11%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>38%</td>
<td>50%</td>
<td>13%</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>22%</td>
<td>56%</td>
<td>22%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11%</td>
<td>56%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Similar School Comparison

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.

Statewide Distribution of Learning Gain (all domains)
### Performance Summary

#### Engagement

**Average Number of Student Absence Days**

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning.

#### Similar School Comparison

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.

#### Student Outcomes

**Results: 2019**

- Few absences <------> Many absences

**Results: 2016 - 2019 (4-year average)**

- Few absences <------> Many absences

#### Average 2019 attendance rate by year level:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>93 %</td>
</tr>
<tr>
<td>Yr1</td>
<td>95 %</td>
</tr>
<tr>
<td>Yr2</td>
<td>91 %</td>
</tr>
<tr>
<td>Yr3</td>
<td>91 %</td>
</tr>
<tr>
<td>Yr4</td>
<td>93 %</td>
</tr>
<tr>
<td>Yr5</td>
<td>90 %</td>
</tr>
<tr>
<td>Yr6</td>
<td>89 %</td>
</tr>
</tbody>
</table>

#### Similar School Comparison

Similar school comparison not available
## Performance Summary

### Wellbeing

**Students Attitudes to School - Sense of Connectedness**

Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).

<table>
<thead>
<tr>
<th>Results: 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Results: 2017 - 2019 (3-year average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>100</td>
</tr>
</tbody>
</table>

### Student Outcomes

**Students Attitudes to School - Management of Bullying**

Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).

<table>
<thead>
<tr>
<th>Results: 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Results: 2017 - 2019 (3-year average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>100</td>
</tr>
</tbody>
</table>

### Similar School Comparison

- **Above**
- **Similar**
- **Below**
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

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package</td>
<td>$1,561,638</td>
</tr>
<tr>
<td>Government Provided DET Grants</td>
<td>$298,475</td>
</tr>
<tr>
<td>Government Grants Commonwealth</td>
<td>$4,000</td>
</tr>
<tr>
<td>Revenue Other</td>
<td>$16,405</td>
</tr>
<tr>
<td>Locally Raised Funds</td>
<td>$70,364</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong></td>
<td><strong>$1,950,882</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equity¹</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity (Social Disadvantage)</td>
<td>$180,511</td>
</tr>
<tr>
<td><strong>Equity Total</strong></td>
<td><strong>$180,511</strong></td>
</tr>
</tbody>
</table>

### Financial Position as at 31 December, 2019

<table>
<thead>
<tr>
<th>Funds Available</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Yield Investment Account</td>
<td>$137,772</td>
</tr>
<tr>
<td>Official Account</td>
<td>$3,445</td>
</tr>
<tr>
<td><strong>Total Funds Available</strong></td>
<td><strong>$141,216</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Resource Package²</td>
<td>$1,264,069</td>
</tr>
<tr>
<td>Books &amp; Publications</td>
<td>$15,549</td>
</tr>
<tr>
<td>Communication Costs</td>
<td>$5,028</td>
</tr>
<tr>
<td>Consumables</td>
<td>$28,905</td>
</tr>
<tr>
<td>Miscellaneous Expense³</td>
<td>$70,551</td>
</tr>
<tr>
<td>Professional Development</td>
<td>$28,379</td>
</tr>
<tr>
<td>Property and Equipment Services</td>
<td>$113,111</td>
</tr>
<tr>
<td>Salaries &amp; Allowances⁴</td>
<td>$95,457</td>
</tr>
<tr>
<td>Trading &amp; Fundraising</td>
<td>$17,718</td>
</tr>
<tr>
<td>Utilities</td>
<td>$25,055</td>
</tr>
<tr>
<td><strong>Total Operating Expenditure</strong></td>
<td><strong>$1,663,822</strong></td>
</tr>
</tbody>
</table>

| Net Operating Surplus/-Deficit        | $287,060       |
| Asset Acquisitions                    | $0             |

<table>
<thead>
<tr>
<th>Financial Commitments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Reserve</td>
<td>$59,198</td>
</tr>
<tr>
<td>School Based Programs</td>
<td>$50,000</td>
</tr>
<tr>
<td>Asset/Equipment Replacement &lt; 12 months</td>
<td>$10,000</td>
</tr>
<tr>
<td>Capital - Buildings/Grounds &lt; 12 months</td>
<td>$22,000</td>
</tr>
<tr>
<td><strong>Total Financial Commitments</strong></td>
<td><strong>$141,198</strong></td>
</tr>
</tbody>
</table>

(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’).