2019 Annual Report to The School Community

School Name: Oxley Primary School (1399)

- 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 27 April 2020 at 04:07 PM by Leanne Baxter (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 10 June 2020 at 11:14 AM by Kate Byvoet-Mullins (School Council President)

About Our School

School context

Oxley Primary School is committed to offering the very best educational opportunities to all rural students, today, tomorrow and in the future. Oxley Primary School's vision statement encapsulates what our school is all about: nurturing confident, life-long learners in a friendly rural community. Teachers, parents and students all have high expectations. Teachers plan for all the learning styles within their year levels and have strategies in place so that all students experience success. In 2019 we had five classes. The years 2 and 3/4 classes were supported by teacher's aides throughout some of 2019. There was also a teacher who was shared between years 2 and 5/6 to assist those students who were below the benchmark. The school was also supported by an extremely accomplished business manager (0.8).

In 2019 we embedded a number of new initiatives that were started in 2018, with a strong focus on supporting our students, families and staff to make the very best learning environment we possibly could. In 2019, the school continues with its strong focus on developing literacy (being a Deep Engagement School in Reading) and numeracy skills of all students and then seeing these skills utilised across a wide range of specialist subject areas and real-life scenarios. In 2019, Oxley Primary School achieved achieve the following outcomes:

• Engaged with Peter Sullivan who is currently Professor of Science, Mathematics and Technology Education at Monash University. Peter has extensive experience in research and teaching in teacher education not only in Australia but worldwide. Peter worked extensively with our staff to develop a focus on using problem solving tasks to challenge students across all levels.
• The school funded a speech therapist (Katrina Ramsay) for part of the year to support students in need of speech therapy as identified by SSSO, Rebecca King. This cost the school a considerable amount of money but the initial thought was that it was considered a necessity to help these students with their literacy in the long term.
• Celebrated every individual student's growth across a wide range of areas in school life and make sure that all actions carried out in 2019 have the students at the centre of every decision.
• Initiated a student voice program within the school to support Student development so that they are aware of what they are learning and how they will be able to use this learning in real-life scenarios.
• Began an exciting educational journey for the entire Oxley community, which will be supported by an additional $100,000 grant to support our Mathematics and Science programs within the school. Nadia Aumann was employed as a Learning Specialist and has a dedicated role, working with all classes and students across the school. This grant will continue into 2020 to support the school to have a Learning Specialist.
• Opportunities of strong parent engagement, with our parents not only participating across a wide range of events but also ensuring they are vital components in their child's learning journey.
• Continuing to build on our after school care and vacation care program to deliver a service that now supports the entire Wangaratta area. Unfortunately, due to the unexpected fires over the Christmas/New Year time, this program, which was experiencing previously an increase in numbers, needed to be closed for two weeks for evacuation purposes.
• Continuing to enrich the opportunities our students have in being able to extend them throughout the year with a wide range of specialist programs, which include Physical Education and Well-being, Science and Library, Italian, Music, Art and BluEarth.
• Joined with Milawa Primary School to run another very successful Milawa/Oxley Fox Run event, which celebrates families competing together.
• Our parents and friends committee were once again very active throughout the year, and thanks to their hard work we are now seeing a number of initiatives within the school being supported which includes the purchasing of iPads for classroom use, supporting students with the cost of camps, supporting the inclusive schools grant project and a sound system for the community centre.

Oxley Primary School had an enrolment of 103 students by the end of the year which was an increase on the previous year.

2019 was a very significant year in starting to embed building blocks for Oxley Primary School to flourish over coming years, and everyone involved should be incredibly proud of what the school was able to achieve.

Framework for Improving Student Outcomes (FISO)

Oxley Primary School focused on the following FISO initiatives:

Instructional and shared leadership
The Literacy leader (Chanel Vincent) worked 2 days a term to work alongside the Principal to support the planning of Professional Learning Team meetings. Throughout the year Chanel developed a whole school Professional Learning Plan in the area of literacy, ran all PLT meetings and lead the implementation of set assessments and the analysis of this data at the beginning of each term.

In 2019, Oxley Primary School had an opportunity to become a Deep Engagement School to assist with improving results in reading. At the beginning of the year 2019, NAPLAN results indicated that Oxley Primary School was considered a Transform school in Reading. In the 2019 AIP there was also a Numeracy focus. Curriculum, assessment and pedagogical approaches were developing. Curriculum planning and documentation was well-embedded. Data collection was in place, including data wall Reading F&P along with embedded use of student learning logs to inform teacher practice. Oxley Primary School was a PLC school – but at the beginning go 2019 PLC meetings were not currently reflecting Inquiry Change process but they did have a literacy [reading] focus.

Being a Deep Engagement School, by the end of 2019, there was considerable strengthening in instructional and assessment practices in Reading, particularly conferencing, goal setting, comprehension and decoding. Further, there was a strengthening in the PLCs to reflect Inquiry Change process and a focus on Reading. PLCs also gave an opportunity to improve teacher's knowledge and skills in formative assessments and use of Readers' Notebook and in the moderation of student assessment tasks and work samples.

Building practice excellence
Teachers in our school in 2019 used our Learning Log process to track the progress of particular students and to share best practice in collaboration with all teachers. These Professional Learning meetings were used in both areas of Literacy and Numeracy.

An agreed policy was developed in the area of selecting students for Individual Educational Plans (IEP). Teachers updated 'watch lists' and 'IEP lists' on the Google drive program twice yearly with intervention programs and specific assessments being put in place to support those students on a 'watch list' or 'IEP'.
A number of teachers also undertook the PLC initiative training which has helped us to refine and improve our Learning Log process.

There was further development of a stable and well-established SIT that meets weekly with a focus on school improvement and AIP work. The SIT has breadth of curriculum and pedagogical knowledge within Literacy and are working closely and effectively with staff and SEIL through Deep Engagement in 2019. Throughout 2019 there was a re-focus of resources, meeting and professional learning schedule to enable the core school improvement and AIP work to be embedded – particularly Reading focus. Leadership positions [Learning Specialist, Literacy Leaders] were in place with adequate time allocation and role clarity. By the end of 2019 there was a commitment to evidence based school improvement strategies, including use of data walls and learning walks (establishment of embedding learning walks / observations to inform leadership decision making and to track and monitor impact on student learning needs to continue as well as the building of teacher's instructional and shared/collaborative leadership capabilities of school leaders to ensure school improvement initiatives have impact).

Curriculum planning and assessment
All units of work for Literacy and Numeracy were completed on the Google Drive program with all teachers having the opportunity to view each other's planning. Future work is in the area of Inquiry Units. This needs to be tackled in 2020.

This year we have further developed this area with junior and senior teachers being released at the same time to collaboratively plan with our Learning Specialist (Nadia Aumann).
We embedded and then further refined and developed our scope and sequences in the areas of Literacy and Numeracy in 2019 which has helped to support our teachers with their planning. Future work in 2020 is to establish a Scope and Sequence – Continuum of Skills for students to access to help them establish where they are on their learning.

Achievement

NAPLAN/TJ Oxley Primary School's achievement when comparing our students against the Victorian Essential Learning Standards is similar to the state average in both areas of English and Mathematics in Year 3. However, there are some inconsistencies between Teacher Judgement and NAPLAN in Year 5 in 2019. Further moderation work across the cluster schools (PLC work) and within the school should rectify this issue in 2020.

The five-year trends are similar to the data sets from schools of a similar socio-economic status for Numeracy in Years 3 and 5 show a significant improvement against both Similar Schools and State.

In Reading, in Years 3 there is a significant gap between both Similar Schools and State, but not at year 5. There is a large gap between our school (27% in top two bands) and State (40% in the top two bands) and the 2019 Year 5 cohort (2017 in Year 3) show very few of the Top Two Bands have maintained their status. Further investigation into why this happened needs to be completed in 2020.

In Writing, again in Years 3 there is a significant gap between both Similar Schools and State, but not at year 5. There is a large gap between our school (7% in top two bands) and State (19% in the top two bands) and the 2019 Year 5 cohort (2017 in Year 3) show very few of the Top Two Bands have maintained their status. Further investigation as to why this happened needs to be completed in 2020 and particularly needs to be a focus of the 2020 and beyond strategic plan.

Achievement milestones in 2019 for both our staff and students were as follows:
Our reading and numeracy NAPLAN results for our year 3 cohort of students being at / above the state average for a 4 year trend average.

We embedded the use of the Accelerus data tracking program to track student progress. This program has been closely linked to our trigger document, which identifies students who need to be monitored closely for support as well as identified as requiring an Individual Education Plans.

A really strong distributive leadership model in the areas of Literacy and Numeracy has been developed within the school and both Chanel Vincent (Literacy leader) and Nadia Aumann (Learning Specialist / Numeracy leader) have both lead the school exceptionally well in this area.

Our AIP outlines the following key areas of focus for Oxley Primary School in 2019 based around student learning:
* Quality formative assessments will be used to support teachers to locate a student's specific zone of proximal development, provide feedback to them as well as track their progress over an agreed cycle.
* All planning documentation will be collaboratively developed with teams of teaches and will display a strong sense of differentiation / challenge tasks that link learning to real life learning scenarios.
* Class protocols will be developed to assist teachers when using accountable talk and meta-cognitive strategies in their lessons.
* Learning Intentions and Success Criteria will be outlined in all planning documentation and will be visually evident in classrooms with students being able to articulate answers to the following questions, What are you learning?, How are you doing?, How do you know?, How can you improve? and Where do you go for help?

2020 work needs to hinge on learning growth between Year 3 and Year 5 and ensuring the data we are using (formative and summative) to monitor learning growth is accurate and supported by teacher moderation and feedback to students.

Engagement

Oxley's student absence rate (31%) of students missing 20 plus days was above that of State average (27%), with attendance rates declining steadily over the past 4 years.

Attendance overall was as follows with Year 1 being the lowest attendance rate for the school.
Prep
Yr1 92%
Yr2 93%
Yr3 90%
Yr4 92%
Yr5 94%
Yr6 92%

Sense of Connectedness (Gender) survey that the year 4 - 6 students complete each year with our results being slightly below the state mean for both Boys and Girls. Again connectedness (engagement) has shown a steady decline over the past 5 years. More big project based work needs to be investigated to keep students engaged as well as students taking responsibility for (and understanding of) what and why they are learning. Projects such as Community Learning (paying it forward) need to be initiatives embedded by the end of 2020. Oxley Primary School uses a wide range of avenues to engage the students from a variety of extra-curricular activities, specialised programs that include Italian, science, library, music and Bluearth (health & wellbeing), as well as the incorporation of iPads (1:1 in the senior years) into the classrooms. These programs need to be continued to enrich and extend our student's opportunities within our school.

Further, Effective Teaching Practice students believe that work is not stimulating enough for them in Years 4 to 6. This links in with the opportunities for Real Assessment tasks and with the Inquiry Units to have the literacy and numeracy hinged into the units. Another area to explore in 2020 and throughout the Strategic Plan.

Regarding Teacher Concern we fall well below the State Average in all 3 focus areas. Students believe that teachers have High Expectations of them BUT they do not believe that teachers show concern for them their learning. Raising the bar on academic performance is incredibly important – but students need to believe that their well-being and mindset is also important and it needs to happen in a stimulating learning environment. They need to all have a teacher champion advocating for them. This needs to be another focus for the 2020 Strategic Plan.

Excursions and incursions attended in 2019 allowed the students to take what they had learnt in the classroom into the real world. These excursions included:
•   The Young Leaders Conference in Albury for our school captains (GRIP).
•   Four cluster days throughout the year, each with a different curriculum focus.
•   The Marmungan Sports.
•   Bike Education Week.
•   The bike hike for the year 5 and 6 students to Bright.
•   Six transition days for our 2019 preps.
•   A year 3 and 4 camp to 15 Mile Creek Camp.
•   Swimming at the YMCA pool in Wangaratta.
•   Year 5 and 6 camp to Canberra.
•   A prep, 1 and 2 sleepover.
•   The Remembrance Day ceremony at the Oxley Park.
•   A year 5 and 6 sleepover.
•   Graduation for the year 6 students.
•   Our annual end-of-year concert.

Wellbeing

The following school values of Care, Responsibility, Respect, Excellence and Honesty underpin everything that we do from a wellbeing perspective and we expect all students to uphold them both within the school grounds as well as out in the community.

Oxley's students are generally happy students and feel that they are part of what happens at school. Unfortunately, some of the data from the Students Attitudes to School - Sense of Connectedness survey that the year 4 - 6 students complete each year demonstrated that the school is not above the state mean for either boys or girls. One reason for this could be the lack of Male teachers continues to prove a problem Australia wide. Oxley PS needs to find a means (volunteer work) to building male community and mentoring opportunities. For students to be connected to the school the process starts in the foundation years and we work extremely hard on making sure that the preps have a smooth transition. We have a clear set of school values and set extremely high expectations that all students achieve these. Our year 6 leaders play a major part in running each week's assembly and discussing issues around the school as well as rewarding positive behaviour. Our year 6 leaders also present current issues at our school council, as well as informing them of curriculum programs taking place within the school.

The whole school approach to both attendance and developing student attitudes means that all students are engaged with all facets of the school curricular and develop effective working relationships with their teachers. I believe that this is a real strength of the school and the teachers are to be congratulated for this.

2019 saw the embedding of our school values and learning dispositions being explicitly taught at the beginning of the year, and this was supported with our affirmation board where students nominated their peers for upholding specific values within the school. All students who were nominated at the end of each term were acknowledge in the newsletter as well as at our assembly with two students receiving an award at the local Oxley Pantry for their outstanding efforts in upholding the school values.

Finally, it is to be noted that during 2019 Karli Hayes has helped lead the Engagement and Wellbeing area which has enhanced the environment at the school for both our students and staff. We have also become a Respectful Relationship school and are working towards creating an action plan to support us over the next two years in this area.

Financial performance and position

Oxley Primary School had a surplus of funds to carry over to enable us to have 5 classrooms in 2019. We also received a number of grants in the 2019 school year, mainly focused on the grounds of the school but also securing the $100,000 as part of the Primary Maths / Science initiative. Our Parents and Friends Committee raised over $25,000 in total which enabled the school to support student learning. 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 Departmental 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
http://www.oxleyps.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 102 students were enrolled at this school in 2019, 53 female and 49 male.

ND were EAL (English as an Additional Language) students and 7 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.

low	low-mid	mid	high

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: �yellow▪
Results for this school: ● Median of all Victorian Government Primary Schools: ◆ | Key: | Similar School Comparison
● Above   ○ Similar   ● Below |

Achievement	Student Outcomes	Similar School Comparison
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.*	Results: English 0 ━━━━━━━━━━━━ 100 Results: Mathematics 0 ━━━━━━━━━━━━ 100	Above ● Similar ○

Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Below ● Similar ●
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Above ● Above ●
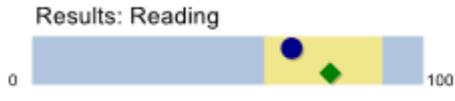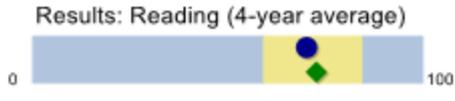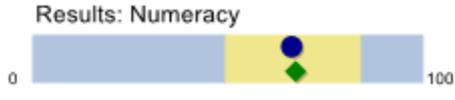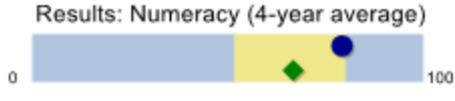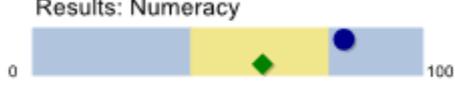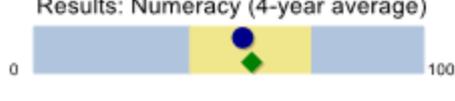
Performance Summary

Achievement	Student Outcomes	Similar School Comparison

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

Reading

33 %	47 %	20 %
Low	Medium	High

Numeracy

27 %	67 %	7 %
Low	Medium	High

Writing

53 %	33 %	13 %
Low	Medium	High

Spelling

53 %	47 %
Medium	High

Grammar and Punctuation

27 %	53 %	20 %
Low	Medium	High

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.

25%	50%	25%
Low	Medium	High

Statewide Distribution of Learning Gain (all domains)

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
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.	Results: 2019 0 ▬▬▬▬▬▬▬▬ 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ▬▬▬▬▬▬▬▬ 50 Few absences <------> Many absences	Similar ◯

Average 2019 attendance rate by year level:	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Similar school comparison not available
	92 %	88 %	93 %	90 %	92 %	94 %	92 %	

Performance Summary

Wellbeing	Student Outcomes	Similar School Comparison
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).	Results: 2019 Results: 2017 - 2019 (3-year average)	**Below** ●
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).	Results: 2019 Results: 2017 - 2019 (3-year average)	**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	
Revenue	**Actual**
Student Resource Package	$1,128,236
Government Provided DET Grants	$191,994
Government Grants Commonwealth	$39,570
Revenue Other	$32,948
Locally Raised Funds	$126,936
Total Operating Revenue	**$1,519,683**

Equity[1]	
Equity (Social Disadvantage)	$10,600
Equity Total	**$10,600**

Expenditure	
Student Resource Package[2]	$1,066,218
Books & Publications	$11
Communication Costs	$4,662
Consumables	$33,792
Miscellaneous Expense[3]	$72,598
Professional Development	$20,752
Property and Equipment Services	$76,862
Salaries & Allowances[4]	$123,682
Trading & Fundraising	$39,748
Travel & Subsistence	$74,284
Utilities	$8,691
Adjustments	$62

Total Operating Expenditure	**$1,521,361**
Net Operating Surplus/-Deficit	**($1,677)**
Asset Acquisitions	**$0**

Financial Position as at 31 December, 2019	
Funds Available	**Actual**
High Yield Investment Account	$58,754
Official Account	$42,718
Other Accounts	$1,173
Total Funds Available	**$102,645**

Financial Commitments	
Operating Reserve	$72,352
Other Recurrent Expenditure	($46)
Provision Accounts	$5,645
Funds Received in Advance	$11,471
School Based Programs	$63,653
Funds for Committees/Shared Arrangements	$54,061
Total Financial Commitments	**$207,136**

(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
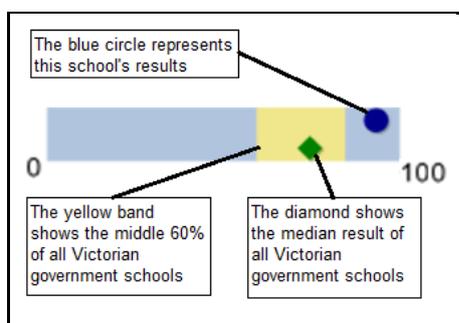   - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

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).

The blue circle represents this school's results

The yellow band shows the middle 60% of all Victorian government schools

The diamond shows the median result of all Victorian government schools

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.

Above

Similar

Below

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').