

# 2018 Annual Report to The School Community



School Name: Somerville Primary School (2656)



- 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 23 April 2019 at 03:05 PM by Raelene Harvey  
(Principal)

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

Attested on 29 April 2019 at 05:43 AM by Erica Brady (School  
Council President)

## About Our School

### School context

Somerville Primary School is a Victorian Government primary school located 55 kilometres southeast of Melbourne on the Mornington Peninsula. There are currently 253 students enrolled at our school. We have 15.4 full time equivalent teachers, 4.1 full time equivalent Education Support Staff and 2 full time equivalent Principal Class members.

Our mission at Somerville Primary School is “Inspiring Excellence in Education ... Every Student Every Time”. Our vision of the school is that ‘Somerville Primary School works collaboratively to ensure every student achieves success by engaging them in the curriculum at their point of need.’

At Somerville Primary School, we firmly believe that building meaningful relationships with our students and families is of utmost importance. We have a strong student wellbeing program that supports this approach. Our school values of Courage, Honesty, Respect, Responsibility and Trust are taught weekly in our Social and Emotional Learning sessions. As a You Can Do It! school, we also teach students the keys to success which include Confidence, Getting Along, Organisation, Persistence and Resilience.

Somerville Primary School is a thriving Professional Learning Community (PLC) and our dedicated staff work together closely in highly effective teams with a strong focus on student learning, results and collaboration. Teachers plan collaboratively and continually collect and share data on each of our students. This approach ensures that we are able to cater for the needs of each of our students during every lesson. This is reflected in our mission statement ‘Inspiring Excellence in Education...Every Student Every Time’.

In Literacy, our students are taught using the gradual release model where through explicit teaching and targeted small group work, students develop lifelong habits of reading, writing and working independently. We also use the Big Write and VCOP methodology to improve students’ writing. Spelling is taught using the Sound Waves Spelling program. Our Numeracy program is taught using a clearly defined lesson structure where students move through four stages during each lesson; these include Number Fluency, Launch, Discover and Summary. Students who require more time and/or support are identified during our weekly collaborative planning sessions.

We also offer a comprehensive specialist program that includes Science, Visual Arts, Digital Technologies, Physical Education and Japanese which was introduced at the beginning of 2018. As a school we have access to a number of specialist support services including a Psychologist, Hearing Impaired Specialist, Speech Therapist and a School Chaplain who are all able to provide more support to our students and families who are most at risk. These specialists also liaise with our classroom teachers and Educational Support staff to ensure that our students are provided with the support that they require.

As a school we encourage, and actively look for ways for our parents and other community members to be actively involved in our school. We encourage parent participation in a variety of ways, including but not limited to involvement in School Council and the various Subcommittees, our parent group Friends of Somerville Primary School (FoSP) and working as a parent helper. We also offer workshops for parents so that they are more connected with how we teach our students.

It is interesting to note that our Student Family Occupation and Education Index (SFOE), which takes into account parents’ occupation and education, dropped in 2018 from the 'mid' profile 0.4783 in 2017 to 'low-mid' profile 0.4397 in 2018 .

As a school we aim to provide a safe and engaging environment to ensure all students have an equal opportunity to become confident and motivated lifelong learners. We endeavor to develop the skills necessary for success in life and establish values that will allow them to interact with their environment and community with thoughtfulness

and humanity.

### **Framework for Improving Student Outcomes (FISO)**

After undergoing a comprehensive review as part of the school review process in 2016, 2018 was the second year of our school's new Strategic Plan. This strategic plan was implemented in 2017 and will continue to drive school improvement at Somerville Primary School over the next four years from 2017 – 2020. The focus at Somerville Primary School for 2018 was as follows:

- 1) To enhance student learning outcomes across the school in all strands of Literacy and Numeracy. (Building Practice Excellence and Curriculum Planning and Assessment)
- 2) To empower, encourage and enable students to manage and monitor their own learning. (Empowering Students and Building School Pride)
- 3) To increase the level of involvement of our parents and carers in the learning of their child. (Parents and Carers as Partners)

Throughout 2018 we continued to focus on improving students' results in the areas of Literacy and Numeracy. All students set learning goals across all areas of the curriculum in 2018 and presented their learning to their parents at our Student Led Conferences. This empowered our students to take more ownership of their learning and also provided opportunities for parents to be more connected to their student's learning. Parents were sent weekly bulletins via Flexibuzz that outlined the learning that their child would be doing the following week. This allowed parents to work with their child on the new learning before rather than after the teaching occurred.

In 2019 we will improve the way we assess and target individual student needs. As part of this process we implement Individual Learning Plans for all students performing 12 months below or above the expected level.

### **Achievement**

Student achievement data at Somerville Primary School indicates that our students are performing at a similar level to other students in Victorian Schools across most areas.

#### Teacher Judgements

Teacher judgement in English indicates that 91.4% of our students from Foundation through to Year Six in 2018 achieved at or above age expected standards. This is marginally higher than the state average where 90.1% of students achieved at or above age expected standards.

Teacher judgement in Mathematics indicates that 92.3% of our students from Foundation through to Year Six in 2018 achieved at or above age expected standards. This is marginally higher than the state average where 91.1% of students achieved at or above age expected standards.

#### NAPLAN DATA

Our NAPLAN results for 2018 indicated improvement across many areas. Our Year Three and Year Five results highlight that our students are performing at a similar level to like schools in 7 out of the 8 measures.

#### Year Three NAPLAN DATA

According to our 2018 NAPLAN data the percentage of our Year Three students who are performing in the top 3 bands in NAPLAN in both Reading and Numeracy is now at a similar level to similar schools. The four year trend indicates that our students are performing at a similar level on the 4-year average in Reading but no longer in Numeracy.

#### Year Five NAPLAN DATA

Our Year Five students continued to perform at a level similar to like schools in both Reading and Numeracy in

2018 when comparing the percentage of students in the top 3 bands. Whilst this has remained steady, the percentage in Reading (66.7 in 2017 to 79.1 in 2018) has shown improvement. The 4-year average in the area of both Reading and Numeracy for our Year Five students' is comparable to the median of all Victorian government primary schools.

#### NAPLAN Learning Gain

Our NAPLAN Learning Gain from Year Three – Year Five showed some pleasing results. In particular with reducing the number of students achieving low growth in the area of Reading, Writing and Spelling. As a school we also increased the number of students achieving high growth in the area of Numeracy and Grammar and Punctuation. More work will need to be undertaken in this area to continue to reduce the number of students achieving low growth and also to increase the number of students achieving high growth.

In 2019 we will continue to implement strategies to improve student learning in all areas of the curriculum, in particular improving our ability to track students from Year Three through to Year Five. The following targets have been set as part of our 2019 Annual Implementation Plan.

#### NAPLAN Year Three 2019 Percentage of Students Achieving Bands 5 and 6:

- Reading - 60%
- Writing - 50%
- Spelling - 50%
- Numeracy - 50%

#### NAPLAN Year Five 2019 Percentage of Students Achieving Bands 7 and 8:

- Reading - 50% (35.2% as Year Three in 2017 in bands 5 and 6)
- Writing - 40% (28.5% as Year Three in 2017 in bands 5 and 6)
- Spelling - 40% (20% as Year Three in 2017 in bands 5 and 6)
- Numeracy - 20% (14.2% as Year Three in 2017 in bands 5 and 6)

#### NAPLAN Low Growth in 2019 from Year Three to Year Five reduced to:

- Reading - 20% (26.8% in 2018)
- Writing - 20% (31.78% in 2018)
- Spelling - 20% (26.8% in 2018)
- Numeracy - 20% (36.5% in 2018)

## Engagement

Student Attendance at Somerville Primary School is similar to other schools with the average number of days absent per student at 15.9 days a year. This number has increased from 2017 with 14.6 days absent per student. Our school is now above the state average which was 15.1 days absent per student. This is trending upwards over the last 4 years. This has been due to the increase number of days taken off school by a small percentage of our students. As a school we have communicated the importance of not missing days of school. We have also had meetings to discuss attendance where necessary. Letters have also been sent home on a monthly basis to determine the reason students are absent from school.

Our school places a strong emphasis on student wellbeing at our school. This is achieved by developing a culture where positive relationships are integral to the fabric of our school. From forming meaningful relationships with our students, parents and wider community, to allocating time at the beginning of each school year where students participate in two weeks of planned activities that are designed to allow students to get to know each

other, setting clear expectations for the year and much more, this builds students' connectedness to their school, their classroom, their teachers and their peers. As a school we work to ensure that Somerville Primary School is a place where students want to come to each day.

## Wellbeing

At Somerville Primary School we work hard to ensure that our school is a safe and supportive environment for our staff, our students and our families. Social and Emotional Learning is explicitly taught from Foundation to Year Six using the 'You Can Do It! Framework'. We also survey our students at school twice a year using the Pivot Survey, as well as the Attitudes to School Survey, so that we can gain their feedback across a range of areas. This ensures that we are able to respond to the students' social and emotional needs along with their academic needs. This approach, along with our emphasis on our school values provides a sound structure around Social and Emotional Learning for our students.

In 2018, our student opinion data taken from our Year Four to Year Six students showed pleasing results. As a school we increased the Sense of Connectedness with our students and moved from being lower to similar schools to now similar. This was up from 69% in 2017 to 75.3% in 2018. Whilst we have worked hard as a school to address this data set from 2017 we still need to focus on this area to reach the state average of 81.1%.

The survey did highlight a reduced number of positive responses on the Management of Bullying. In 2017 there were 72.6% of students who had indicated a positive response, however in 2018 that number had dropped to 66.3%. This is two years in a row where students had indicated responses that moved our school in to the lower than like schools. In 2018 we had discussion with students who had completed the survey and found that there was a lack of understanding of what bullying is. To address this, in 2019 we will participate in the 'Bullying No Way' activities and ensure that we educate our school community about what bullying is. Any incidents of bullying will continue to be fully investigated.

## Financial performance and position

Somerville Primary School is in a financially sound position at the end of the 2018 school year. The school operated with a surplus of \$63,618 for the 2018 school year. The final surplus was above the planned surplus for 2018 due to staffing changes that occurred throughout 2018. These changes included an experienced full time staff member who was replaced by a graduate teacher at the beginning of 2018 and also an Acting Principal and Acting Assistant Principal for the duration of 2018. We also had a staff member who was going to be conducting intervention for Term One go in to a classroom to replace a teacher in a short term capacity. The planned surplus from 2018 and also money in the High Yield account is committed to funding the replacement of an internal gallery space that will be located in the Senior Area of our school. These works were to begin in 2018, however the first two companies who were engaged to complete these works had for various reasons not taken this job on. A new builder has been engaged to complete the gallery space in 2019. These funds also allow us to offer our students a diverse range of education experiences as part of our comprehensive specialist program which now includes Science, DigiTech, Music, Visual Arts, PE and also Japanese. Performing Arts will also be added to the curriculum in 2019. We also received funding as part of the National School Chaplaincy Program which allows us to provide the services of a School Chaplain for three days each fortnight. We used school funds to increase her days by one day a fortnight.

Our school also applied for and were successful in receiving \$27,500 as part of the Equipment Boost for Schools Grant. Funds were used to purchase furniture and other materials to support our students in the classroom.

**For more detailed information regarding our school please visit our website at**  
<http://www.somervilleps.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 254 students were enrolled at this school in 2018, 131 female and 123 male.

0 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

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

Achievement	Student Outcomes	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>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Similar</p>



## Performance Summary

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




Achievement	Student Outcomes	School Comparison
<p><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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Lower</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> <p> Similar</p> <p> Similar</p>





## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><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>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>54%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>37%</td> <td>34%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>59%</td> <td>10%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>54%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>49%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	54%	20%	Numeracy	37%	34%	29%	Writing	32%	59%	10%	Spelling	27%	54%	20%	Grammar and Punctuation	29%	49%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><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>School Comparison</b>            A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>90 %</td> <td>91 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	90 %	91 %	92 %	92 %	93 %	92 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	90 %	91 %	92 %	92 %	93 %	92 %										

## Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Similar</p> <p> Similar</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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Lower</p> <p> Lower</p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,921,430	High Yield Investment Account	\$286,458
Government Provided DET Grants	\$391,090	Official Account	\$10,721
Government Grants Commonwealth	\$7,880	Other Accounts	\$64,092
Revenue Other	\$15,221	<b>Total Funds Available</b>	<b>\$361,272</b>
Locally Raised Funds	\$158,327		
<b>Total Operating Revenue</b>	<b>\$2,493,948</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$67,961		
<b>Equity Total</b>	<b>\$67,961</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$1,883,861	Operating Reserve	\$79,096
Communication Costs	\$3,795	Other Recurrent Expenditure	\$41
Consumables	\$64,741	Funds Received in Advance	\$49,784
Miscellaneous Expense <sup>3</sup>	\$109,531	Asset/Equipment Replacement < 12 months	\$25,532
Professional Development	\$10,631	Capital - Buildings/Grounds < 12 months	\$205,681
Property and Equipment Services	\$199,081	<b>Total Financial Commitments</b>	<b>\$360,135</b>
Salaries & Allowances <sup>4</sup>	\$113,130		
Trading & Fundraising	\$23,137		
Utilities	\$22,422		
<b>Total Operating Expenditure</b>	<b>\$2,430,330</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$63,618</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 15 March 2019 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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

# How to read the Annual Report

## What does the *About Our School* section refer to?

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

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

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

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

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

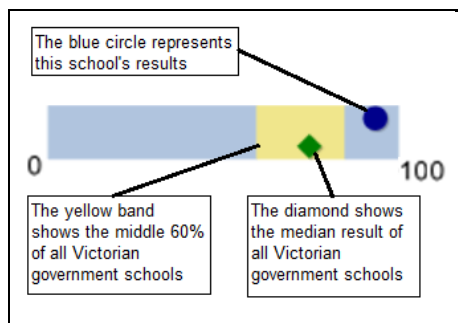
### Engagement

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

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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

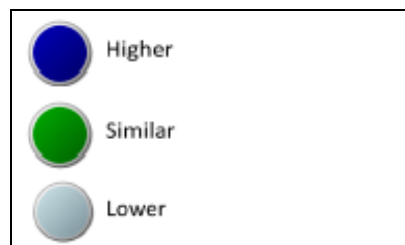


## What does *School Comparison* refer to?

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

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

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



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## What does '*Data not available*' or '*ND*' mean?

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

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

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

## What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

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

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