

2018 Annual Report to The School Community



School Name: Killara Primary School (5352)



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

Attested on 27 March 2019 at 01:12 PM by Michelle Huggan
(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 05 April 2019 at 09:04 AM by Neil Christie (School
Council President)

About Our School

School context

Killara Primary School opened in 1993, and is located on the Northwest fringe of Sunbury. The school, which is located on extensive landscaped grounds, consists of 2 core buildings comprising of an administration area, 16 classrooms, library/resource centre, Performing and Visual Arts spaces, a large gymnasium, 172 seat theatre space and 10 relocatable classrooms.

The school enrolment numbers for 2018 was 557 and within these 4% identified as EAL (English as an Additional Language) and 2% ATSI (Aboriginal and Torres Strait Islander) students. Our School's Family Occupation index is 0.3532. There are 31 equivalent full-time staff: Principal, 2 Assistant Principals, 2 Leading Teachers, 23 classroom teachers, 3 specialist teachers and 10 ES staff at various time fractions.

The school motto of 'Our Best- Every Child, Every Day' is at the heart of everything we do at Killara. While we place a strong emphasis on being part of a team, this is achieved through the lens of each individual student being given every opportunity to experience and produce 'our best' each day. The school embraces a student-centred approach to developing literate, numerate and curious learners within an inclusive differentiated curriculum, with a focus that supports each child's emotional, physical, social and cognitive/academic needs in a safe, engaging, challenging and positive learning environment. Staff work collaboratively, with a strong emphasis on teamwork and shared leadership. Our commitment to developing a Professional Learning Community, where we are all responsible for the growth, well-being and development of all students is central, through refined use of data to determine learning needs, strong feedback procedures and a dedication to collaborative teaching teams. Our learning and teaching is based on sound, researched pedagogical practices that support high quality consistency of practice across the school.

To enrich student learning we offer Visual Arts, Performing Arts and Physical Education as specialist teaching programs and support student learning through embedding technology in every classroom so students have access to interactive TVs in each classroom, a 1:1 laptop program from Grades 3-6 and sets of netbooks and tablets in the Prep-2 areas. Students on the PSD program and those identified as at risk in their learning or in need of extension are further supported through the development of Individual Learning Improvement Plans and regular Student Support Group meetings.

Framework for Improving Student Outcomes (FISO)

Throughout 2018 Killara Primary focused on the FISO improvement initiatives of Building practice excellence, Setting expectations and Promoting inclusion and Strategic resource management. This focus saw the school's leadership team engage in a wide variety of professional learning experiences in order to build their capacity to lead the school on it's improvement journey. In order to build practice excellence, a focus was placed on improving the percentage of students in the top two bands for Reading and Writing in Years 3 and 5 and those that showed high gain. This focus was also supported through the work of the DSSI Teaching Partners, particularly in the area of teaching Writing. In order to develop a consistent student centred approach to learning, the school also focused on developing a whole school approach to behaviour management and the mental health of its students. While from the beginning of 2019 there has been significant change in the school's leadership profile, embedding this knowledge into classroom practice will be key work for the school moving forward.

Achievement

During 2018 teacher capacity was developed through a coaching program facilitated by the school's two leading teachers in conjunction with two DSSI Teaching Partners. This included professional development with regard to the High Impact Teaching strategies and the commencement of Peer observations in some classrooms. After

analyzing school data at the beginning of the year, the decision was made that the focus for DSSI support would be in the area of writing. Over the course of 2018 school leaders led teaching teams through planning days and meetings and supported teachers in the development of teaching and learning programs across the school. The school's leadership team also accessed a range of professional development, including PLC training and the Bastow Lead Literacy course to support their role in leading the two teaching teams across the school and this learning has started to be filtered down into individual teaching teams. Formal leadership roles are in line with identified areas of focus in both the Strategic Plan and Annual Implementation Plan and these have been further refined for the beginning of 2019 to include a greater presence of leadership roles in classroom teaching

Members of the Grade 5/6 teaching team participated in a Scaffolding Numeracy in the Middle Years project with members from both Primary and Secondary schools in Sunbury. As part of this, teachers used the data gathered from assessments to determine student misconceptions in Numeracy and then implemented targeted teaching inside each class to address these at the learning point of need for each student. Data that was gathered at the end of this project showed that all students experienced high growth through this approach along with a reported building of teacher capacity in the teaching of Numeracy.

The school has a documented assessment schedule that includes assessment for, as and of learning however this will be further refined in the 2019 year to include more frequent data collection in key areas such as reading, writing and numeracy. This refinement will enable teachers to make timely adjustments to the teaching and learning program that identifies students in need of extension or intervention sooner rather than at the end of a school year. Towards the end of 2018 staff worked collaboratively together, supported by the DSSI Teaching Partners, to establish a data wall that shows current level of attainment for all students in the school with regard to writing. There are plans in place to extend this work to reading and number in the new year.

Analysis of the school's 2018 performance in NAPLAN shows that the percentage of students in the top two bands (Supplementary School Level Report 2018) in Year 3 and Year 5 Reading was significantly lower than schools with similar characteristics - Year 3 being 47% to 61% for similar schools and Year 5 being 30% to 43% for similar schools. The trend data indicates that between 2016 - 2018 there has been a 10% decline in Year 3 Reading results.

In Numeracy, 37% of Year 3 students are working in the top two bands compared to the Network's 31%. However, this is still well below the percentage of students in similar schools (47%). Year 5 Numeracy results indicate that only 15% of our students were working in the top two bands and were significantly below similar schools (31%).

NAPLAN Writing data indicates that 43% of our Year 3 students are working in the top two bands, which although still below similar schools (57%), there was a slight increase from 2017. Year 5 Writing data identifies only 7% of our students were in the top two bands.

NAPLAN Numeracy Relative Growth data (learning gain between Years 3 and 5 cohort) indicates 7% of students made high relative gain compared to 23% for schools with similar characteristics, whilst NAPLAN Relative Growth data for Reading was 9% - significantly below 20% Relative Growth in 2016 - 2017.

The focus in 2019 will be to implement a consistent approach to teaching and learning across the school, with collaborative team planning being a key priority. In addition, middle leaders will attend Bastow's Leading Literacy professional learning and drive the introduction of the Reading and Writing Workshop model from Prep - Year 6. Key changes have also been made to ensure that from the beginning of 2019 the learning architecture of the school supports this culture of high expectations for all students through the use of data to provide a differentiated program for students that enables them to have a greater voice in establishing learning goals for the 2019 year.

Engagement

Students are given a range of opportunities to undertake leadership roles within the school with each class nominating a Class Captain and Vice Captain each semester and a junior school council established at the beginning of each year. These students actively look for opportunities for the school to engage with the local community and its organisations and also undertakes fundraising events for identified charities such as the Royal Children's Hospital throughout the year. The school continues to maintain strong links to a range of community organisations such as the Sunbury RSL, Hume Council and CERES and this enables the school to extend the learning of students beyond the classroom.

During 2018 the school received a Government Grant to create a memorial to help commemorate the Centenary of ANZAC and to promote the importance of remembering and making connections with the histories of our community. The memorial garden includes 2 metal resting soldiers, poppies, a seedling from the original Gallipoli Lone Pine, a commemorative seat, mural, the Ode and two plaques from the local RSL and WRAAC. The close relationship developed between the school and the Sunbury RSL will continue to be developed further in 2019 with the school set to undertake a key role in each of the ANZAC and Remembrance Day services.

As part of the school's involvement in PLC training, the PIVOT survey, along with a similar Survey Monkey tool for students in Foundation to Year 2, was included as part of the school's assessment schedule during 2018 at the beginning and end of the year. Results from the first of these surveys were analysed by members of staff to establish trends across the school and so they could provide support and assistance to staff to set goals around improving the results reported for their class.

The school has a strong sustainability practice and is currently rated as a 4 star school through Resource Smart. Each class identifies a HERO (Heating, Electricity, Recycling Officer) whose leadership in the class ensures that key services such as heaters and lights are turned off when the class leaves a room, waste paper etc is recycled and food scraps collected and deposited in the school composting bins in classrooms and then the larger bin located near the school vegetable garden.

Students at Killara continue to have access to a wide range of digital resources to support their learning, with a 1:1 laptop program facilitated for students from Grades 3 to 6, class sets of laptops for students in the Prep -2 area and a bank of I-Pads also available. Towards the end of 2018 an audit was conducted with regard to the coding and robotic resources that were available across the school to determine a more effective way to embed this learning into classroom programs and this work will continue into 2019.

The school has maintained an attendance average of 92% and throughout 2018 a number of practices were put in place to monitor student attendance data, including timely notifications to parents with regard to student absences via the Compass platform. Attendance data at a cohort and individual student level was monitored on a weekly basis by the schools Student Engagement team in conjunction with each of the team leaders and additional supports such as assisting students to walk to school were put in place to increase student's attendance at school. Throughout 2018 the school also sought to assist several students re-engage with school following periods of high anxiety or behavioural concerns through working closely with parents, SSS staff and local practitioners.

Wellbeing

During 2018 the school participated in Year 1 training for the School Wide Positive Behaviour Support program with representatives from each teaching team attending the training throughout the year. During 2018 all members of the school community were surveyed with regard to the school's values, and these were updated at the end of the year, with a reduction in the number of values to the 3; Resilience, Respect and Accountability that have been in place across the school from the beginning of 2019. A selection of staff also attended professional development with regard to Respectful Relationships and this was incorporated into the school's direction for the School Wide Positive Behaviour Support Program.

In order to support student wellbeing, the school allocated this, along with the coordination of the school's PSD program as the primary role of one of the school's Assistant Principals. Through this, students who were

identified as being in need of additional support were referred to a range of services including the network SSS team and local community organisations and health practitioners. In order to ensure that students received this support in a timely manner, the school also facilitated a partnership with a psychologist who provided individual counselling for identified students one day per week.

From the beginning of Term 4 the school also began to implement Pet Therapy on an individual and small group basis for students who were either re-engaging with school or needed additional support in forming peer connections at school. This program also included one session per week where the Pet Therapist worked in conjunction with a classroom teacher to support student learning. Given the success of this, and the number of students waiting to participate in the program, this program will continue to be offered during 2019 and be expanded to enable a greater number of students to access therapy.

The school continues to be an active member of the Sunbury/Diggers Rest SWAN (student wellbeing) network and through this participation, has advocated strongly for an increase in the services available in the Sunbury community to support student wellbeing. This advocacy will continue throughout 2019 as the SWAN group continues to consult with members of the local council and key government leaders to identify the range of services that are needed at a local level.

Financial performance and position

Killara Primary School showed a net operating profit of \$258,593 in 2018. This surplus relates to the preparation and planning for our long term toilet refurbishment program, provision of our operating reserve and to ensure we have sufficient funds to cover additional required staff in 2019. During the second half of 2018 equity funding was used to implement student welfare programs such as Pet Therapy. The staff professional development program was also increased in the second half of 2018. We commenced comprehensive maintenance works and have implemented provisions for long term maintenance requirements. Locally raised funds included an 81% collection rate on Essential / Optional items and our 25th Birthday Fete raised \$11,321. Killara Primary School received a Government Grant of \$10,030 to create a memorial to help commemorate the Centenary of ANZAC and promote the importance of remembering and making connections with the histories of our community. The memorial garden includes 2 metal resting soldiers, metal and live poppies, a seedling from the original Gallipoli Lone Pine, a commemorative seat, mural, the Ode and two plaques from the local RSL and WRAAC.

For more detailed information regarding our school please visit our website at
<http://www.killaraps.vic.edu.au/>

Performance Summary

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

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

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

SCHOOL PROFILE

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

Enrolment Profile

A total of 557 students were enrolled at this school in 2018, 274 female and 283 male.

4 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

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

Parent Satisfaction Summary

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

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	69.9	85.1	78.3	91.6

School Staff Survey

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

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

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	44.7	77.7	66.6	86.7

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

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

ACHIEVEMENT

Teacher Judgement of student achievement

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

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	90.5	90.1	82.6	95.3	Similar
Mathematics	94.5	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

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

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	75.9	76.5	62.0	89.2	Lower
Year 3	Numeracy (latest year)	66.7	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	51.8	64.9	48.8	80.0	Lower
Year 5	Numeracy (latest year)	41.5	55.6	37.0	75.0	Lower

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	78.7	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	62.2	65.7	51.2	80.0	Lower
Year 5	Reading (4 year average)	58.2	61.2	47.0	75.5	Lower
Year 5	Numeracy (4 year average)	48.3	54.8	39.2	71.4	Lower

NAPLAN Learning Gain

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

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

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

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

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	45.5	45.5	9.1
Numeracy	52.6	40.8	6.6
Writing	40.0	44.0	16.0
Spelling	32.0	40.0	28.0
Grammar and Punctuation	34.7	42.7	22.7

ENGAGEMENT

Average Number of Student Absence Days

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

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

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	17.5	15.1	12.9	18.1	Lower
Average number of absence days (4 year average)	15.7	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	93	90	93	93	91	90	90

WELLBEING

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	73.2	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	72.4	81.7	73.8	88.7	Similar

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	71.4	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	68.2	81.8	73.7	89.7	Lower

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$4,018,951
Government Provided DET Grants	\$372,511
Government Grants Commonwealth	\$11,155
Government Grants State	\$12,690
Revenue Other	\$41,597
Locally Raised Funds	\$438,462
Total Operating Revenue	\$4,895,366

Equity ¹	Actual
Equity (Social Disadvantage)	\$32,255
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$32,255

Expenditure	Actual
Student Resource Package ²	\$3,744,209
Adjustments	\$0
Books & Publications	\$4,693
Communication Costs	\$3,146
Consumables	\$91,874
Miscellaneous Expense ³	\$342,581
Professional Development	\$23,549
Property and Equipment Services	\$232,651
Salaries & Allowances ⁴	\$80,163
Trading & Fundraising	\$72,709
Travel & Subsistence	\$0
Utilities	\$41,198
Total Operating Expenditure	\$4,636,773
Net Operating Surplus/-Deficit	\$258,593
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$65,901
Official Account	\$99,981
Other Accounts	\$0
Total Funds Available	\$165,881

Financial Commitments	Actual
Operating Reserve	\$142,626
Other Recurrent Expenditure	\$3,369
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$19,886
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$165,881

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

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

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

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

Wellbeing

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

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

WHAT DOES SCHOOL COMPARISON REFER TO?

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

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

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

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

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

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

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

WHAT IS THE VICTORIAN CURRICULUM?

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

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

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

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

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