

# 2018 Annual Report to The School Community



**School Name: St Albans Primary School (2969)**

St. Albans Primary School  
**S.A.P.S**

- 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 Regulation 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 12 March 2019 at 04:14 PM by Tracie Quigley  
(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 Regulation 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 15 March 2019 at 02:12 PM by Stan Nelson (School  
Council President)

# St Albans Primary School (2969)

## About Our School

### School context

St Albans Primary School prides themselves on being a professional learning community with high expectations for all learners. Our values include respect, resilience, responsibility and acceptance. The school has a diverse multicultural community, which includes many new arrival and refugee students. The student population at census in 2018 was 327, characterised by an SFO index of 0.79 and an SFOE of .63. St Albans Primary School has an outpost program of the Western English Language School operating four days a week. 79% of students EAL and 4% AITSL. The school staffing profile includes the Principal, Assistant Principal and a further 21.9 EFT teaching staff including 2.6 Leading Teachers. There are 20.4 EFT School Support staff who work in a range of roles including administration, learning support and multicultural education aides. The school has a high number of PSD and students at risk and offers a range of intervention programs to cater for their individual learning needs. The school has a strong commitment to staff and student welfare and parent satisfaction is high. The school has a Community Hub which delivers a variety of programs and activities that build parents' capacity to help their child reach their full potential, as well as strengthen links between parents and the school community. The school works closely with local community agencies to support students and families.

### Framework for Improving Student Outcomes (FISO)

In 2018 St Albans Primary School FISO focuses were Curriculum Planning and Assessment, Building Practice Excellence in Teaching and Learning, and a Positive Climate for Learning. This work included continuing to build a whole school culture of shared and strategic leadership and collaborative teamwork. There was also a strong focus on ensuring all staff consistently implemented sound pedagogy that reflected high expectations for every student, including differentiation and explicit teaching to address the range of student learning needs. High-level teaching and learning practices were maintained through strengthening the school's capacity to work as a Professional Learning Community (PLC). The work of the literacy and numeracy coaches strengthened the work of the PLC. We participated in two external initiatives to support us with this work: Leading Professional Learning Communities and the Primary Maths Science Specialist (PMSS). We will continue to be involved in the PMSS in 2019 which has also strengthened our middle school leadership skills.

Teachers continued to provide stimulating learning environments where students were active learners who collaborated, explored and connected with the school and each other. This was strengthened with the support and training around Classroom Instruction That Works (CITW) which aligns with the work in Building Excellence in Teaching and Learning and evidenced based High Impact Teaching Strategies (HITS).

In 2018, NAPLAN data showed a significant improvement in Mathematics with Year 3 students achieving above state level. Year 3 and Year 5 data indicated an increase in the percentage of students in the top two bands and decrease in percentage in the bottom two bands. Learning gain growth for year 5 students was also positive.

In Literacy both Year 3 and Year 5 students maintained results at state level in Writing. In Reading Year 5 learning gain results were significantly lower than 2017. The data also indicated a decrease in the top two bands and increase in the bottom two bands for both Year 3 and Year 5 students.

### Achievement

St Albans Primary School is achieving results in literacy and numeracy that are comparable to or higher than other schools with similar student characteristics. NAPLAN data in 2018 had 100% of Year 3 students at or above the National Minimum Standard in all areas of NAPLAN except Spelling. In Year 5 Writing, Mathematics and Spelling 100% of students were at or above the national minimum standard. 6% were below the National Minimum Standard in Reading and 9% in Grammar and Punctuation. NAPLAN Learning Gain in 2018 had 82.6% students having medium or high learning gain in Numeracy, 87% in Writing and 82.6% of students in Spelling. However only 62.5%

# St Albans Primary School (2969)

of students had medium to high learning gain in Reading and 69.6% in Grammar and Punctuation. As a result Reading and vocabulary instruction will continue to be a major whole school focus in 2019 and beyond.

Highlights for 2018 included embedding the practice of scheduled learning walks, peer observations for teaching and ES staff, formal feedback, conferencing, goal setting, and students articulating their goals. Essential Learnings and an Instructional Model for Numeracy were developed and implemented across the whole school. An Inquiry cycle in PLTs improved teacher confidence and understanding of teaching problem solving skills. This work was supported by the Instructional Numeracy Leader and the PMSS staff.

MOI data indicated an increase of one growth point or greater in all areas of Mathematics except Place Value. Following data analysis it was clear that Place Value would be the main focus for Numeracy in 2019 as well as continuing to make positive progress in our overall achievement in Mathematics.

In 2018, school based Effect Size data indicated positive growth in all areas and more significantly, less variability between classes and across the school. Teacher judgements of student achievement were comparable to schools with similar student characteristics, except in Writing. One hundred and ten students have been assessed against the EAL Continuum in Reading, Writing, Speaking and Listening. Forty five students were on the Program for Students with Disabilities with 84.5 % showing satisfactory to excellent in achieving their individual goals. Intervention program data also indicated positive growth with all programs achieving an effect size of 0.8 or higher.

To improve student performance in these areas the teaching of Reading and Mathematics will continue to be our main priorities in 2019.

## Engagement

Our focus for 2018 was to ensure a safe and supportive learning community for all students with a focus on inclusive practices, a calm and orderly school environment, and strengthening peer relationships. The continued support from external agencies and, in particular, the ACT Group, Baptcare-RUCUS program and Smith Family have supported the school community through professional learning, student programs, counselling and parent education. Classroom programs are engaging and differentiated to cater for the learning and social/emotional needs of all students. The building of teacher capacity through coaching and professional learning has also supported our work in this area.

Increased involvement of student leaders in the school wide Positive Choices Program (PCP) has helped build the capacity of students to be socially responsible and respectful in their relationships.

In the Parent Opinion Survey results indicated an increase in the Safety component from 87% in 2017 to 93% in 2018. Staff Opinion Survey results have shown that Shielding and Buffering declined from 54% to 49% and Trust in Parents from 52% to 45%.

Student Attitudes to School Survey results indicated a slight decline in the Classroom Behaviour component from 74% in 2017 to 71% in 2018. Although parent survey data was positive, future work with staff and students will be a focus. This will involve unpacking the above components and collaborating on future directions for continued improvement in building a safe and supportive learning environment for all.

In 2018 student attendance data was similar to schools with similar student characteristics. However this area will continue to be a focus in 2019 as there were 30% of students with more than twenty days absent. Factors that contributed to a huge reduction in the percentage of unexplained absences included ongoing professional learning for administration and teaching staff around appropriate coding of absences, parent information sessions, student programs, attendance incentives, daily messaging to parents, phone calls, weekly meetings with Office Manager and Wellbeing Coordinator, and formal attendance meetings with families. In 2019 there will be continued monitoring of student attendance.

The School Support Group which is a multidisciplinary team has continued to focus on identifying students at risk socially, emotionally and academically as well as students with high absenteeism. This group have made appropriate referrals to support agencies. New arrival students have continued to be referred to the Western English

# St Albans Primary School (2969)

Language School Outpost.

## Wellbeing

Student wellbeing has continued to be a strong focus across all areas of the school. The Australian Childhood Trauma Group and Baptcare-RUCUS Group have continued to provide support to both staff and students. This has included staff reflective sessions which focus on staff and student wellbeing, student observations, time allocated for teachers to liaise with psychologists, individual student counselling and targeted social skills groups for students. The school's Welfare Manager oversees and implements a range of programs that support student engagement and wellbeing. The Community Hub provides programs to support families, build their capacity to support their pre-schoolers and children at school and build their connection with the school community. The school works closely with a range of community agencies to provide support to students and their families. In 2018 survey data reflected 87% of students felt connected to the school, 95% of parents believed students were connected whilst only 56% of staff were positive about the school climate. Future directions will be to have an increased focus on teacher welfare.

## Financial performance and position

Surplus funds from 2018 have been allocated to the following programs/resources in 2019 to continue to work on the goals set in our strategic plan:

- Update ICT equipment to cater for the introduction of the formal Digital Technology educational program.
- Meet the requirements of the maintenance program/audit completed last year
- Cater for the growing non-verbal cohort by increasing the PECS consultancy hours.
- Update the Numeracy resources in line with PMSS initiative recommendations
- Update take home reading library and literature classroom sets
- Update Bridges Literacy resources for intervention programs
- New portable: furnishings and office fittings
- Shelving and baskets to refurbish classroom libraries
- Establishment of chill out zones in classrooms
- Replenish classroom sensory kits

The school received Equity funding of \$784, 148. This was spent on programs and resources to work towards the goals set in our AIP: building the teaching capacity of all staff, improving the effectiveness of PLTs and ensuring consistency across the school.

- Literacy and Numeracy leading teachers were released from teaching responsibilities to coach, mentor and facilitate the work of the PLC.
- Strengthen the work of the PLC through releasing staff to participate in PLTs, providing leadership support and involvement in the PLC initiative.
- Educational support staff are employed to support classroom teachers differentiate the curriculum and ensure the Essential Learnings are taught to proficiency.
- Professional learning for all staff including Reflective Spaces and PCP initial training for new staff
- Continue the consultancy with the Australian Childhood Trauma Group (ACT Group), including ongoing professional learning for all staff, reflective spaces, social skills groups and individual counselling for students.
- Positive Choices Program (PCP) is embedded school wide and supports student engagement.
- Student attendance and punctuality awards and incentives continue.

The school received a special grant for the following initiative:

- PMSS: Teaching Staff released to participate in the Primary Mathematics Science Specialist Program and 1.0 EFT out of the classroom to facilitate, coach, mentor and oversee the Mathematics program across the school.
- Commonwealth Grants:
- Sporting Schools: Coach and ES staff employed to run sports programs after school.
  - Cultural Diversity: To run special celebration days ie Harmony Day.
  - Community Hub: To employ a hub leader to oversee parent information and education programs. Programs aim to provide settlement support for new migrant and asylum seeking families, learning pathways for parents and

# St Albans Primary School (2969)

early childhood support to pre-school aged children.

Other major expenditure from 2018 included:

Leading Literacy for Networks Course:

- Release Instructional Leader to undertake training as the Master Literacy Trainer for the Keilor/St Albans network
- Allow for the Instructional Leader to be released from school to facilitate the Leading Literacy for Networks Course
- Build capacity of middle school leaders by releasing two classroom teachers to attend the Master Literacy Course

BluEarth:

- Provide sport activities to grade 3/4 students to promote mindfulness, interpersonal skills and teamwork
- Provide a leadership program to grade 5/6 students

ACT Group:

- Providing professional learning, support and strategies to school staff around disabilities, trauma, managing challenging behaviour and mental health issues
- Individual therapy, social skills groups and support to students and their families around managing mental health issues and challenging behaviours

Language:

- The school employs a Speech Pathologist 3 days a week and PECS consultant one day a fortnight to cater for the large cohort of students diagnosed with a severe language delay including non-verbal students who require a picture exchange system to communicate.

**For more detailed information regarding our school please visit our website at**

**<https://www.stalbps.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

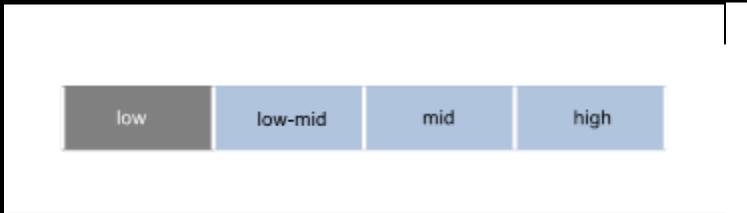
**Enrolment Profile**

A total of 325 students were enrolled at this school in 2018, 181 female and 144 male.

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

**Overall Socio-Economic Profile**

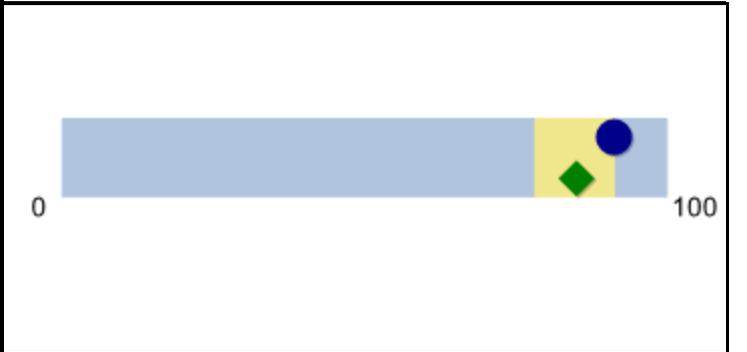
Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



**Parent Satisfaction Summary**

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

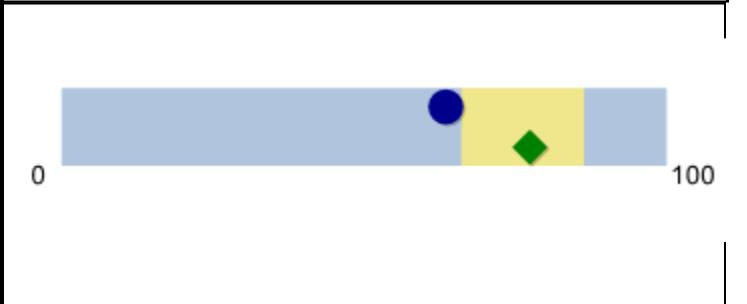
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



**School Staff Survey**

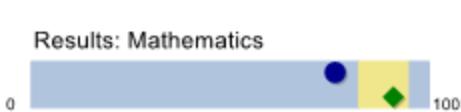
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## Performance Summary

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>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> Higher</p> <p> Higher</p> <p> Higher</p> <p> Higher</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> Lower</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 Year 3 - Year 5</b></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"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38%</td> <td>54%</td> <td>8%</td> </tr> <tr> <td>Numeracy</td> <td>17%</td> <td>65%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>13%</td> <td>58%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>17%</td> <td>57%</td> <td>26%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>52%</td> <td>17%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	38%	54%	8%	Numeracy	17%	65%	17%	Writing	13%	58%	29%	Spelling	17%	57%	26%	Grammar and Punctuation	30%	52%	17%	<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="545 907 1029 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>88 %</td> <td>92 %</td> <td>88 %</td> <td>92 %</td> <td>92 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	92 %	88 %	92 %	92 %	94 %	94 %	<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										
88 %	92 %	88 %	92 %	92 %	94 %	94 %										

## 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> Similar</p> <p> Similar</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

Revenue	Actual
Student Resource Package	\$4,154,983
Government Provided DET Grants	\$1,006,849
Government Grants Commonwealth	\$21,130
Revenue Other	\$151,521
Locally Raised Funds	\$133,740
<b>Total Operating Revenue</b>	<b>\$5,468,224</b>

Equity <sup>1</sup>	
Equity (Social Disadvantage)	\$784,148
<b>Equity Total</b>	<b>\$784,148</b>

Expenditure	
Student Resource Package <sup>2</sup>	\$3,808,961
Books & Publications	\$16,785
Communication Costs	\$6,957
Consumables	\$115,947
Miscellaneous Expense <sup>3</sup>	\$616,919
Professional Development	\$68,216
Property and Equipment Services	\$322,567
Salaries & Allowances <sup>4</sup>	\$68,711
Trading & Fundraising	\$38,632
Travel & Subsistence	\$8,038
Utilities	\$43,326
<b>Total Operating Expenditure</b>	<b>\$5,115,062</b>

<b>Net Operating Surplus/-Deficit</b>	<b>\$353,162</b>
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<b>Asset Acquisitions</b>	<b>\$0</b>
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### Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	\$34,351
Official Account	\$20,806
<b>Total Funds Available</b>	<b>\$55,157</b>

Financial Commitments	
Operating Reserve	\$55,157
<b>Total Financial Commitments</b>	<b>\$55,157</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 04 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)

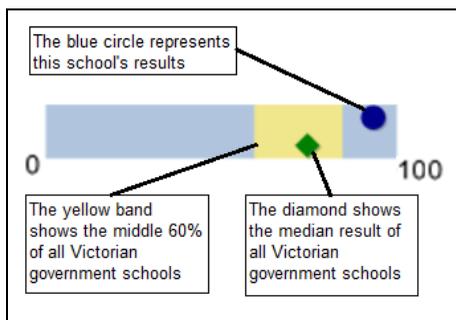
### Engagement

- 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).

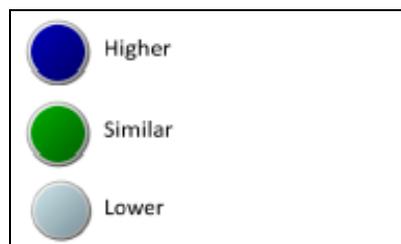


## What does *School Comparison* refer to?

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').