

2018 Annual Report to The School Community



School Name: Portarlington Primary School (2455)



- 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 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 05 April 2019 at 10:00 AM by Lesley Allbutt
(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.

To be attested by School Council President

About Our School

School context

Our Vision: Portarlington Primary School is a school community empowering respectful, healthy, independent lifelong learners to be global, creative thinkers who will achieve and make a difference in a rapidly changing world.

Our Purpose: Empowering learners to achieve and make a difference now and in the future.

Our Values: At Portarlington Primary School, we are all **Learners** and we are all **Respectful, Responsible, Kind & Safe**.

Portarlington Primary School is a coastal community school with an enrolment of 226 students (2018). Guided by our school values there is a very positive tone in our school and a clear focus on purposeful teaching and the expectation that every student is engaged in their own learning. In 2018, we moved into our 5.7 million dollar learning facilities.

In 2018, the school had 24.3 equivalent full time staff, 2 principal class, 15.2 teachers and 7.1 education support staff. A maths learning specialist supported teaching teams for 8 hours per week. Coaching and consultancy experts worked with staff to develop their skills and knowledge in writing and mathematics. Coaching was also in place for the 7 members of the school leadership team.

There is a strong emphasis on academic learning and the early acquisition of literacy and numeracy skills using the Early Years Literacy and Numeracy framework. Student teacher ratios were kept to between 21 and 25 students at every year level to ensure that intervention strategies were implemented for all students requiring additional assistance in literacy and numeracy. The school programs maximise the potential of all students. Student assessment and data collection form the basis of teacher planning.

School classrooms are well resourced with student access to laptops, mobile devices such as ipads and Apple Air TVs. There are specialist teachers in the visual arts, Indonesian language and physical education. Our school hosts a breakfast club and the before and after school program as well as a myriad of learning activities, student celebrations and community connection activities.

There is a strong partnership between staff and parents with high parent and volunteer participation rates in classrooms, school council, excursions, parent action teams, fundraising such as the monthly market and student conferences. The school culture involves a strong focus on success and the positive actions of everyone.

Framework for Improving Student Outcomes (FISO)

Throughout 2018, Portarlington Primary had three FISO focus areas.

1. **Excellence in Teaching and Learning - (Curriculum Planning and Assessment)**

We worked to increase teacher capacity by developing teacher content knowledge and skills to ensure consistency of the practice delivered in a small school context. Proficiency Scales were created in reading, writing and maths. These scales are used to support the development of student learning goals, planning and assessment. In 2017, the implementation of the Professional Learning Community (PLC) model was embedded to engage teachers in meaningful collaboration. In 2018, we continued to monitor the PLC collaborative framework for consistency and effectiveness. This model was strengthened so that teacher practice can have a

more efficient and direct impact on what occurs in classrooms. Collaborative teams are also responsible for delivering an engaging curriculum using an inquiry approach which focusses on real-world authentic learning. Some activities included skype sessions with a remote community in Tennant Creek and with orang-utan scientists at the Melbourne Zoo. Parents and students were further engaged through the new implementation of learning tasks every term. Reading, Writing, Maths, Inquiry, Indonesian, Art and PE tasks were uploaded for parents to access. Strategies to support improved student learning include: PLC leader development, Coaching and Peer Observation, Professional Development in Numeracy, Spelling and Oral Language. The emphasis on vocabulary construction that was introduced in 2016 and 2017 was further consolidated across all year levels.

In 2019, we will be evaluating our whole school agreed processes to ensure implementation fidelity and consistency across the school. Coaching in writing instruction (with a focus on authorial devices to improve writing through the use of Mentor Texts) will occur at every year level. A Reading growth Project will be implemented at Year 5. Deeper understandings of the proficiency scales in mathematics will be a focus across the school.

2. **Professional Leadership - (Instructional and Shared Leadership)**

Our 2017 school review identified a complex leadership structure. This structure was simplified in 2018. As a growing school, it is critical that the leadership skills of the staff are developed to build an improvement culture, succession plan and implement proven strategies for improving student learning outcomes. Building teacher leadership skills helps to create the conditions to achieve higher levels of reliability across the school with regard to instructional practice. Focused work driven by the PLC model-(critical analysis of student learning data that informs planning and intervention strategies) helps to ensure that instruction is targeted at the specific needs of the students and learning growth will be tracked. Collaborative practice strengthens teachers' skills in differentiation so that they reach all students through making adaptations (as well as promoting inclusion). Strategies to support improved student learning through professional leadership included coaching of the PLC leaders every term. The FISO framework was aligned to all of our school practices. The work of the teams and planning for instruction continued followed the FISO improvement cycle. The staff teams further developed the cycle to include a focus on student voice, agency and leadership and teacher learning. Leadership at the student level included formal opportunities such as school captains, house captains and outdoor mentors. Further opportunities were provided for students at all levels of the school to facilitate lunch time activities (digital art, coding, sport and games).

In 2019 we are strengthening our leadership structure whereby the Professional Learning Community Leaders oversee, monitor and evaluate our Annual Implementation Plan at the student cohort level. The School Improvement teams will oversee the monitoring and evaluation of whole school agreed processes. The leaders are involved in targeted professional training and development (such as Balanced Leadership, Leading Mathematics and the Literacy and Data Assessment Practice program) to further develop their leadership skills. Curriculum Planning, Instruction and Assessment will continue to be an area of focus for 2018 as we continue to implement the Dynamic Reporting Process on the COMPASS learning platform through the use of learning tasks.

3. **Positive Climate for Learning – (Health and Wellbeing)**

Our School Wide Positive Behaviour Support framework underpins our culture. This is further strengthened by the Rights, Responsibilities and Respectful Relationships ethos, the 'Healthy Together' framework, Kids Matter practices, Restorative Justice Practices and elements of the You Can Do It program to support the thorough teaching of values and problem solving strategies for all students.

A dedicated and caring staff provide a well-rounded education for all of our students while promoting excellence for all. The Healthy Together sub-committee of management continued to drive health and

wellbeing promotion across the school through the development of school policies and procedures. Over the last four years we have achieved our full accreditation in the 8 components of health with the final 2 achieved in October 2018. The partnership with Bellarine Community Health has provided for dental checks and screening across the school.

In 2019, we will be continuing to strengthen the School Wide Positive Behaviour Support framework so that aligns with our new school environment. Student voice will be sought to review our social and emotional curriculum in the area of decision making, problem solving and conflict management. Effective learner dispositions will be explored with staff, students and parents.

Achievement

Portarlington Primary School provides a strong academic program for its students particularly in literacy and numeracy. The school is proud of its overall results in all subject areas. This is the result of dedicating blocks of time to teaching core subjects, supporting students with explicit teaching and improving teacher capacity through coaching and team analysis of individual student learning outcomes.

Teacher assessments have demonstrated that the student results from prep to year 6 in literacy and numeracy are higher than other schools like ours, a credit to improved instruction in these areas. NAPLAN Reading and Maths at year 5 are higher than similar schools whilst NAPLAN results at the Year 3 level continue to be similar to other like schools. Our numeracy and reading data at the year 5 level has shown improvement. We are currently achieving at the state mean score for year 5 Reading. As with state and geographic trends, Writing at the year 5 level requires further improvement. Year 3 Reading, Writing and Numeracy have shown improvements.

The improvement in the percentages of students in the 'high learning growth category have increased in reading, writing and numeracy. To improve this result, the staff worked to continue to incorporate explicit vocabulary instruction in reading lessons to further strengthen reading comprehension. Targeted professional learning was also provided in number, counting and place value and writing.

The continued focus on professional learning for teachers in literacy and numeracy has consolidated the teacher judgement gains and has further improved teacher capacity. A greater emphasis on data collection in literacy and numeracy and using it to determine teaching goals formed the basis of teacher professional development.

Our school developed and implemented the proficiency scales for reading, writing and maths. A focus on supporting our children to become 'assessment capable' learners using the proficiency scales and through one to one conferencing with teachers has contributed to our children progressing at or above the expected levels of learning development in the Victorian F-10 Curriculum.

With continued implementation of the High Impact Strategies and by strengthening our whole school approaches in literacy and numeracy, student learning will be further supported in 2019.

Engagement

Overall student absence is similar to like schools. Attendance is an area that had continued to be a focus for 2018. The average numbers of days of absence per student decreased over the last two years from 18.47 average days per student in 2017 to 17.61 in 2018. Educating our school community on the importance of

attending school to improve student learning outcomes has supported a reduction in the number of absence days for many students. There is a tendency for some families to holiday during term time. Some students experienced extended illnesses where hospitalisation was required (illness and medical explanations). Approved parent choice also increased from 2016 to 2017.

Our Engagement/Wellbeing Officer is overseeing the strategies to connect with families whose children have high absences. This role has supported teachers in gathering data on absences and contacting students and their families regularly. An emphasis on "Everyday Counts" and lifting the profile of student attendance at assemblies, in newsletters and through contact with parents has been strengthened with Student Support group meetings implemented to support students with high levels of absence.

Strong relationships are developed with families. Where attendance can be a challenge, parents/ caregivers meet with staff so that the needs of the child and a support plan can be developed to ensure that learning progresses. Our parent satisfaction with our school is similar to the median of all Victorian government primary schools and a critical component of this is the strength of our school-home partnerships.

Wellbeing

Our school culture guides the development and maintenance of our safe and secure school environment. Results in this area have continued to strengthen. Our students are involved in activities that promote wellbeing such as student mentoring, buddy support programs, and multi-age celebrations which create a positive environment for students to achieve success.

The student Attitudes to School Survey highlighted that 76% of our year 4, 5 and 6 students felt connected to our school. The Year 5 Outdoor Mentor program was introduced throughout 2017 continued in 2018 to further support the children outside in the yard. Our students have developed a positive sense of safety at school through taking ownership and responsibility for the wellbeing of everyone. Wellbeing is also enhanced through setting learning goals, community service and taking on positions of responsibility & leadership. Student strengths are enhanced through participation in music and drama, sport, public speaking, and a wide variety of extra-curricular sport and leisure activities. Consistent codes of conduct, restorative practices and logical consequences are reflected in the calm tone across the school. Overall parent satisfaction with our school was 82%.

Financial performance and position

Portarlington Primary is in a very good financial position due to prudent financial management and fundraising. The student supplies contribution has been kept extremely low and is subsidised through the profits from the previous year's monthly Community Market. The monthly market also supports the technology directions of the school and funds are allocated to the future development of the school grounds. Significant money was spent on the new pay equipment, furniture and equipment for the new buildings and quality literature for the literacy program. The handover over the community market to another local community group saw a reduction in the fundraising totals for 2018. The school will explore other avenues in 2019 to improve this. The Department of Education and the local Bendigo Bank subsidises the breakfast program and supports special events at the school. The Bendigo Bank also sponsors the Fresh Fruit Thursday program. The school's community partners (including the Bendigo Bank, the Mussel Festival, the Portarlington Golf Club, the Lions Club and other church and community groups) continued to provide financial and resource support to the school's student welfare program and various events throughout the year. All moneys held at the school are committed to programs through a thorough program budgeting format and is allocated to classrooms in the

form of extra teacher assistance for students needing additional support (by ensuring smaller class sizes) and the purchasing of essential materials for student learning. The School Council President, Principal and the Business Manager monitor the financial management of the school through monthly sub-committee meetings and they report directly to the school council twice each term. The Sporting School's fund also provided for additional extra-curricular activities for our students such as dance classes at lunch time.

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

<http://www.portps.vic.edu.au/>

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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 226 students were enrolled at this school in 2018, 104 female and 122 male.

np percent of students had English as an additional language and 3 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)	79.8	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)	87.5	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	87.4	90.1	82.6	95.3	Higher
Mathematics	89.2	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)	67.9	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	75.0	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	65.2	64.9	48.8	80.0	Higher
Year 5	Numeracy (latest year)	56.5	55.6	37.0	75.0	Higher

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)	65.7	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	57.4	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	60.6	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	45.9	54.8	39.2	71.4	Similar

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	23.8	38.1	38.1
Numeracy	19.0	52.4	28.6
Writing	33.3	50.0	16.7
Spelling	22.2	50.0	27.8
Grammar and Punctuation	27.8	61.1	11.1

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)	17.6	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	15.9	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						
Attendance Rate (latest year)	90	93	93	91	93	86	92

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)	75.5	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	81.0	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)	75.7	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	81.4	81.8	73.7	89.7	Similar

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Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,959,575
Government Provided DET Grants	\$337,220
Government Grants Commonwealth	\$74,207
Government Grants State	\$0
Revenue Other	\$17,647
Locally Raised Funds	\$119,128
Total Operating Revenue	\$2,507,777
Equity ¹	Actual
Equity (Social Disadvantage)	\$134,072
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$134,072
Expenditure	Actual
Student Resource Package ²	\$1,893,285
Adjustments	\$0
Books & Publications	\$376
Communication Costs	\$5,234
Consumables	\$96,841
Miscellaneous Expense ³	\$115,644
Professional Development	\$15,531
Property and Equipment Services	\$184,836
Salaries & Allowances ⁴	\$154,375
Trading & Fundraising	\$11,915
Travel & Subsistence	\$0
Utilities	\$31,188
Total Operating Expenditure	\$2,509,226
Net Operating Surplus/-Deficit	(\$1,449)
Asset Acquisitions	\$9,835

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$155,591
Official Account	\$3,117
Other Accounts	\$0
Total Funds Available	\$158,708

Financial Commitments	Actual
Operating Reserve	\$91,145
Other Recurrent Expenditure	\$4,218
Provision Accounts	\$0
Funds Received in Advance	\$3,768
School Based Programs	\$21,409
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$2,000
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$35,000
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$157,540

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').