

2019 Annual Report to The School Community



School Name: Western Heights Secondary College (8820)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 23 April 2020 at 10:44 AM by Fiona Taylor (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 23 April 2020 at 11:29 AM by Elizabeth Dimovski (School Council President)

About Our School

School context

Western Heights College is a learning community where students are guided to discover their talents, enjoy their educational journey and develop goals for the future. The college is located in Hamlyn Heights, a suburb of Geelong in the Geelong West connecting community. It offers learning programs and opportunities from Year 7-12 students.

We believe all students can succeed with effort, persistence and the right support in place.

We are a welcoming school, progressive, honest, resilient and adventurous.

The college's purpose is to empower students to strive for success and excellence in their educational journey with a focus on learning growth, high expectations, holistic well-being, creativity and innovation.

Our core values, courage, community and integrity compel us, but our actions define us.

The values are lived by our people, through our programs and in our interactions with our community. These core ethics and principles are the essence of our school's identity. They guide our actions, helping us, and helping others to do and be their best.

Courage - We do what we fear but what we know to be right. We meet challenges with relish, take risks, and when we slip up, we have the courage to say let's try again tomorrow. We have both the confidence to be bold, and the wisdom to be humble.

Community - Our school is not an island. It engages with and is enlivened by its local community. We seek to build community by working with our community partners and surrounding sporting clubs and cultural institutions.

Integrity - We do what we say and say what we do. Honesty and trust are central to our interactions with students and those in the wider school community.

The college consists of the equivalent of 27.8 EFT teaching staff and a hard working team of education support staff. The total student enrolment numbers for 2019 was 342.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence

The school leadership team aimed to introduce an improvement cycle of Simon Breakspear's "Learning Sprints" model for each PLC domain group to complete during PLC time during term 2 and 3 to improve the teaching practice of staff and learning outcomes for students.

This model/process introduction enabled PLC teams to use the improvement cycle during term 2 and 3 'to:-

- diagnose a classroom need by using data/evidence
- investigate a focus of practice in critical reading strategies.
- identify one of the HITS document strategies (Questioning or Feedback) as a possible intervention
- unpack, discuss and model the strategies by evaluating the PLC team based on the continuum of practice.

- collectively review them as part of observation rounds or data/evidence collection within the PLC groups learning sprints

Outcomes for Teachers observed:-

- that teachers collaborated in teams to develop skills in gathering evidence for learning, using this evidence to reflect and make adjustments in their teaching to enable learning growth. Teachers meet to reflect on their teaching practice.
- Staff morale and positive growth mindset growth improved with staff working more collaboratively.
- Staff data literacy skills grew by using a consistent PLC approach with analyse of evidence of student learning.

Outcomes for Students observed:-

Students learning outcomes and growth improved, evidenced by having teams of teachers analysing evidence of learning and putting into practice short learning sprints for improved outcomes for students.

Outcomes for Leaders:-

WHC Leaders observed evidence of staff working together in PLC teams.

Curriculum Planning and Excellence

By the end of 2019, each domain learning area has documented the AVID critical reading strategies which was aligned to our PDP's and domain based PLC groups.

A consistent curriculum documenting template was designed and approved by the Curriculum and Domain Leaders Team. Each staff member completed curriculum documentation on the agreed upon curriculum documents templates for 1 unit in Year 7-9 by the end of term 2,

A scope and sequence document for all learning areas was collected and mapped from Year 7-10 against the Victorian Curriculum - this is work to continue in 2020.

Professional Leadership

In 2019, WHC completed a new 4 year School Strategic Plan. This work was timely and allowed the school to set a new vision for the school community to focus on for the next 4 years of work. The whole school community was engaged in this process and it was closely aligned with the schools launch of its new vision and values document.

Community Engagement in Learning and Global Citizenship

The School community this year engaged in its first ever tour of China with 12 students travelling to our sister school in Nanjing, China. This extends the schools connections internationally with a new partnership also developed with a sister school in South Korea and a our cultural immersion and leadership trips to Kokoda and Fiji planned for 2020.

The school also extended its relationship with the community centre and developed new partnerships with the Geelong Falcons AFLW Program, Basketball Geelong, Batforce, Ardoch amongst many others.

Positive Climate for Learning

Western Heights College continued its growth in the respectful relationships framework. We also commenced reviewing our school wide positive behaviours document to be continued in 2020.

Achievement

Staff are working in PLC based domain learning area groups and working through inquiry cycles. The practice of staff collaboration and focus on improved student learning outcomes has improved.

The Simon Breakspear Learning Sprints booklet was a good guide for PLC team members to follow a process of inquiry for their students. The leadership team and in particular the 2 learning specialists provided strong leadership in this area. All PLC work was linked to performance and development processes for all staff.

The staff PLC maturity matrix and survey data has shown gradual improvement since 2018 when the college engaged in the departments PLC initiative. Continued growth will be expected during 2020.

The meeting structure was effective in creating a PLC culture in our college. Curriculum documented in a consistent way and uploaded to Google Classrooms and Compass will be continued focus throughout 2020. The AVID WICOR framework was supported by staff and evident in their planning and delivery of lessons. This was evidenced in the School Performance Report in staff surveys with reference to staff collective efficacy and academic focus.

Improved student growth in reading skills as indicated at a Year 9 NAPLAN relative growth for students in the medium-high growth quartiles. Reduced numbers of students at Year 9 NAPLAN data bottom 2 bands of reading levels was a celebration point.

Improved student growth in reading skills as indicated at a Year 9 NAPLAN relative growth for students in the medium-high growth quartiles and reduced numbers of students at Year 9 NAPLAN data bottom 2 bands of reading levels was evident but will continue to be an immediate focus for 2020.

A collective focus on critical reading skills will be continued across the college in year 7-12 and will continue to impact our reading growth data at Year 9 level.

The college commenced work in the MYLNS initiative. A Literacy Network Teacher was employed 1 and half days per week to support students at Year 10 who in their Year 9 NAPLAN data indicated that they were below expected levels in literacy. A staff member at WHC was provided with 0.1 time fraction to work with Year 10 students who in year 9 NAPLAN data showed them below expected levels in Numeracy. This work will be continued in 2020.

The college completed the new SSP during term 2. It was a terrific reflective process for the whole school community to complete and has provided some clarity and strong direction and purpose for the next 4 years.

The school also completed an 18 month process to develop a new brand, values, log and design a new uniform in readiness for roll-out in 2020. This was a major achievement for the whole school community.

Engagement

Student engagement is similar in all areas to what is expected in similar schools taking into account their students, when considering both measures of student attendance and retention. Although a slight improvement has been made in the attendance rates for 2019, it will be a continued focus for 2020. The Well-being Team and Attendance Officers are leading the focus to improve attendance and student absences.

The student retention for Western Heights College is similar to what is expected in similar schools taking into account their students, showing improvement when compared with student exit data to further studies and full-time employment on a four year average.

A whole college transition program includes subject selection processes; well attended Parent Information Evenings, online subject selection process, individual course confirmation interviews. Support from learning mentors during this

process, assist students to transition into, through and from the college with success.

Our college enjoys strong partnerships with Deakin University and The Gordon, providing opportunities to prepare our students for Higher Education. A strong VCAL and School Based Apprenticeship program supports applied learners to be well set up for their future beyond school and our school community is looking forward to engaging with the Headstart Program.

Transition programs, linked to our local primary schools, support the transition of Year 6 students into our college. From the hard work of the Leadership team and staff involved in transition programs the school will have improved enrolment in 2020 for the first time in a number of year. Year 5 and 6 students and teachers from our local primary schools join the college for special events and planned transition programs.

All Year 10 students participate in a holistic work experience program to make informed subject selections connected to their preferred career choice. Later years students participate in structured, MIPS appointments, assisting them to make informed choices to access their future and desired pathway.

The school commenced a new student leadership structure to obtain clearer and stronger student voice and agency in learning. This will be retained focus for 2020.

Parent Perception Survey data also displayed strong improvement in 2019 - the best for a number of years and the college is keen to continue this trajectory and growth in 2020.

In 2020 the school also embarked on its first visit to China and to its sister school in Nanjing. The school also hosted some visitors from South Korea. Each of these opportunities will be further developed in 2020 and 2021 as we look to enhance and extend our global engagement for our school community with more trips planned for 2020 to Kokoda and the Fiji Highlands.

In 2019, WHC was one of 3 schools in Victoria which piloted the Secondary Stephanie Alexander Kitchen Garden Program. It was huge success and we look forward to continuing this program in 2020.

During 2019, the school planned to launch for the start of 2020 a Specialist Basketball Program. This has added a further 50 enrolments to our school for the start of 2020.

Wellbeing

The safety element in the Student Attitudes to School Survey has shown continued improvement during the last year, while school connectedness is a measure that has improved as well. With the move of the whole college united now onto one site in new purpose-built learning spaces, comes the ability for students to connect to one college with a developing identity. That said, we are still lower than similar schools and a focus on student voice, agency and leadership will be focus for 2020.

Staff are implementing the Victorian Teaching and Learning Model and AVID Framework for learning, making the best use of the architecturally designed learning spaces using contemporary learning practices. Consistent routines support the high expectations held for every student within the college, where success is celebrated at events including the End of Semester One Celebration of Success, Year 12 Graduation, End of Year Awards Ceremony. Rituals like the Anzac Day and the Remembrance Day assemblies and Out of Uniform Days led by student leaders for their chosen cause are highlights in the college calendar.

A focus on safety and anti-bullying will also be implemented throughout 2020.

In 2019 the school also introduced very successful partnerships to enhance the well-being of school community with the Geelong Project, BCYF, Communities that Care, and the School Lawyer Program with Barwon Community Legal Service.

A one day a week breakfast club continued with the local uniting church delivering this service in 2019. In 2020 this survey will be extended with a new partnership and initiative from DET with the Food Bank Relief organisation to offer a free breakfast to every student in our school community Monday to Friday.

Financial performance and position

Western Heights College finished 2019 with a surplus of \$32,460 due to the well managed staffing side of the budget, the continued strategies to address the over staffing of the school community between 2012 and 2017 and workforce bridging finance support from the department. This surplus will be used to assist with the enhancement and upgrade of class fittings, furniture, and painting that is required to maintain the buildings and facilities.

The school is hosting 3 staff in line with the new Head Start State Government Initiative in its staffing profile and carrying the finances for this program.

The equity funding received by the school has been very well used, in line with the Department's expectation that it be used to improve student outcomes. Western Heights College has used the equity to cover special activities and speakers who have been brought in to run activities or communicate to our students on best practices to achieve their own best results. It has also supported many well-being projects, new partnerships with Ardoch Victoria, Camps and excursions access for all students and additional tutoring for our young people who need this support the most. Along with these student activities, the funding has also been used to cover some very specific 'Teaching and Learning' PD's that many of our staff have attended and also covering the CRT costs incurred due to these particular professional development days.

Looking to the future. The new enrolments for 2020 have increased by over 80 students. Not only in Year 7 but across all year levels as a result of a lot of hard work by all staff and some new programs and initiatives. Our school community is becoming more engaged and levels of trust with the leadership and learning outcomes is evident via the parent opinion survey.

Additional Learning area equipment linked to our school priorities and buildings & grounds works were also financed outside the predicted expenditure forecast and appropriately actioned.




We are looking forward to continued growth in 2020

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 Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

School Profile

Enrolment Profile

A total of 358 students were enrolled at this school in 2019, 134 female and 224 male.

10 percent were EAL (English as an Additional Language) students and 3 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.



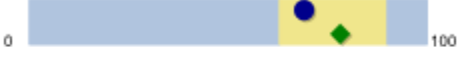

School Staff Survey

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

<div> <div>Key:</div> <div>Range of results for the middle 60% of Victorian Government Secondary Schools: </div> <div>Results for this school: ● Median of all Victorian Government Secondary Schools: ◆</div> </div> <div> <div>Key:</div> <div>Similar School Comparison</div> <div> ● Above ● Similar ● Below </div> </div>		
Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Similar ●</p> <p>Above ●</p>

Performance Summary

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Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 7</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p>NAPLAN Year 9</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Below ●</p> <p>Below ●</p>

Performance Summary

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Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & 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 year 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>	<p>Reading</p> <p>36 % Low 53 % Medium 11 % High</p> <p>Numeracy</p> <p>23 % Low 63 % Medium 14 % High</p> <p>Writing</p> <p>48 % Low 39 % Medium 12 % High</p> <p>Spelling</p> <p>27 % Low 59 % Medium 14 % High</p> <p>Grammar and Punctuation</p> <p>49 % Low 46 % Medium 5 % High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <p>25% Low 50% Medium 25% High</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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>	<p>Reading</p> <p>28 % Low 64 % Medium 8 % High</p> <p>Numeracy</p> <p>33 % Low 44 % Medium 23 % High</p> <p>Writing</p> <p>32 % Low 49 % Medium 20 % High</p> <p>Spelling</p> <p>47 % Low 43 % Medium 10 % High</p> <p>Grammar and Punctuation</p> <p>49 % Low 45 % Medium 6 % High</p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <p>25% Low 50% Medium 25% High</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2019</p> <p>Results: 2016 - 2019 (4-year average)</p>	<p>Below ●</p>
<p>Students in 2019 who satisfactorily completed their VCE: 100%</p> <p>Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: 61%</p> <p>VET units of competence satisfactorily completed in 2019: 54%</p> <p>Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: 74%</p>		

Performance Summary

Range of results for the middle 60% of Victorian Government Secondary Schools: <div></div>		Key: Similar School Comparison	
Results for this school: <div></div> Median of all Victorian Government Secondary Schools: <div></div>		<div>Above</div> <div>Similar</div> <div>Below</div>	
Engagement	Student Outcomes	Similar School Comparison	
<p>Average Number of Student Absence Days</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>Similar School Comparison</p> <p>A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p> 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Performance Summary

<div> <div> Key: Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ </div> <div> Key: Similar School Comparison: ● Above ● Similar ● Below </div> </div>		
Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Below ●</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, 2019

Revenue	Actual
Student Resource Package	\$5,407,681
Government Provided DET Grants	\$1,217,362
Government Grants State	\$14,300
Revenue Other	\$143,452
Locally Raised Funds	\$467,203
Total Operating Revenue	\$7,249,999

Equity¹

Equity (Social Disadvantage)	\$556,485
Equity (Catch Up)	\$50,324
Equity Total	\$606,809

Expenditure

Student Resource Package ²	\$5,407,137
Books & Publications	\$3,359
Communication Costs	\$27,645
Consumables	\$131,163
Miscellaneous Expense ³	\$841,362
Professional Development	\$28,516
Property and Equipment Services	\$455,442
Salaries & Allowances ⁴	\$43,619
Trading & Fundraising	\$128,513
Travel & Subsistence	\$1,507
Utilities	\$149,274
Total Operating Expenditure	\$7,217,539

Net Operating Surplus/-Deficit

\$32,460

Asset Acquisitions

\$6,069

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$612,726
Official Account	\$29,750
Other Accounts	\$10,042
Total Funds Available	\$652,518

Financial Commitments

Operating Reserve	\$277,551
Other Recurrent Expenditure	\$28,923
Funds Received in Advance	\$51,000
School Based Programs	\$10,042
Funds for Committees/Shared Arrangements	\$143
Maintenance - Buildings/Grounds < 12 months	\$49,436
Total Financial Commitments	\$417,095

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
- (2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

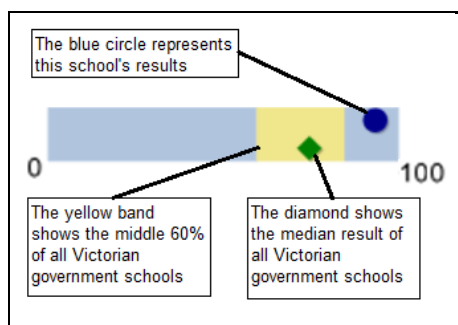
Engagement

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

Wellbeing

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

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

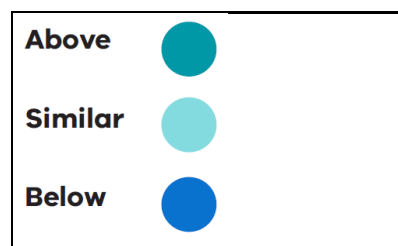


What does *School Comparison* refer to?

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

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



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').