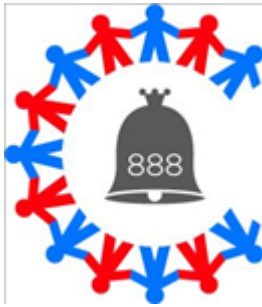


# 2018 Annual Report to The School Community



School Name: Camberwell Primary School (0888)



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

Attested on 23 March 2019 at 02:07 PM by Janet Gale  
(Principal)

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

Attested on 01 April 2019 at 04:30 PM by Stuart Lindsay  
(School Council President)

## About Our School

### School context

Camberwell Primary School (CPS) offers a unique educational experience immersing students in an authentic French English bilingual learning environment. Our pedagogical approach maximises the inherent benefits of bilingualism by explicitly teaching metacognitive, meta-linguistic and problem-solving skills to further enhance learning in a challenging and engaging context. Our goal is to educate global citizens who can face challenges as critical, creative life-long learners keen to "make a difference" by having a positive impact on others. A rigorous learning environment for both students and teachers in a bilingual setting provides an extra cognitive load with 50% of the week taught in each language. To allow this interchange between languages and teachers, a secondary school style timetable is in place which also provides time for teachers to meet together in Professional Learning Communities while the children access high quality specialist programs. The subjects taught in French in 2018 were French language and literacy, mathematics, science and physical education. In their first year of school the students receive lessons in oral production rather than science to support learning in other curriculum areas. English, visual arts and the performing arts are delivered in English with a shared approach to Integrated Unit.

Recognised by the French government for the high level of French attained by the students, CPS has been recognised with the French Government's Label FrancEducation since 2013. We have also become an active member of the Association of Australian French English Bilingual Schools which meets to share practice and come together for professional learning targeted for teachers in French English bi-national or bilingual schools. In 2018 our middle and senior students made our second visit to L'École Yvonne Dupont in Nouméa with firm hopes that this relationship can develop to include shared curriculum and teaching opportunities via digital platforms throughout the year. We continue to look towards a return exchange to our sister school in France, L'École de Cobbers in Fromelles, when possible, as the historical links provide profound and meaningful connections for our school and community. Our students attend annual events at the Shrine of Remembrance with the French community: ANZAC Day; Bastille Day; for the Battle of Fromelles on 19 July and Remembrance Day on 11 November. These local and global events, both current and historical, are becoming embedded in our curriculum to ensure meaningful, real world connections.

In recognition of the critical role of social, emotional and mental wellbeing to support healthy individuals in our ever more complex society, positive psychology underpins all teaching and learning at CPS. Now a KidsMatter school, the Bounce Back program is taught at all year levels to provide an explicit social and emotional curriculum from Foundation to Year 6. These activities provide a targeted approach to enhance social and emotional learning. Teaching and learning focuses on every class being an inclusive class where teachers meet the needs of all students including children with learning difficulties or exceptional abilities.

Camberwell Primary School enjoys an enthusiastic and engaged community. School Council contributes significantly to ensuring that the future needs of the school are attended to. In light of the accommodation restrictions and extremely limited play spaces with the highest student ratio to area in Boroondara, our community's support has been essential to achieving critical outcomes such as the lease for Our Lady of Victories (our Junior School Campus) and the council managed land that provides play space next to our Junior School. Parents' Association (PA) is a vibrant forum that engages the parent and carer community and helps connect families to school. In 2018, our parent community was instrumental in researching, planning and overseeing the realisation of our play spaces. Parents continue to build strong community connections through community events such as the Mother's Day Stalls, Father's Pancake Breakfast and annual social events. With parents active at every level of the school, in class as Parent Helpers, as Class Coordinators ensuring inclusivity, through school events, Parents' Association and School Council, we continue to maintain a cohesive and supportive approach to community and learning.

A highly sought after school numbering 694 students, students are accommodated at two campuses with the Senior Campus on the original CPS site on Camberwell Road and the Junior Campus on the previous Our Lady of Victories site on Reserve Road. The Junior Campus provides Foundation and Year 1 students with a gradual transition to school. The school has 53.3 equivalent full time staff, with three Principal Class Officers and 13.7 Educational Support staff working either in class or in administration. Thanks to specific funding for bilingual education, Bilingual Aides work alongside teachers in all French and Maths classes in Foundation and Year 1 as

well as in the French Literacy classes from Year 2 to Year 6.

Situated in a busy commercial inner city suburb, the increasing prevalence of apartment blocks continues to increase the pressure on our site as well as leading to greater diversity in our demographics.

CPS recognises that high attendance at school has a positive impact on student learning outcomes and as such, is striving to establish a culture where attendance is the norm. Contacting parents daily for unexplained absences has had a positive impact on improving attendance data in 2018. Research demonstrates that high absence impact directly on academic achievement, having an impact not only the current year but in future years as well. Every day counts and the effect of non-attendance not only accumulates over time but more importantly, establishing good attendance in Year 1 predicts attendance throughout schooling and academic success (Stephen Zubrick, University of Western Australia). CPS therefore actively encourages good attendance habits as part of the early years program.

CPS also recognises the detrimental impact of arriving late to class and either missing out or interrupting the most productive learning time during the day: the morning sessions. The nature of bilingual education, requiring greater cognitive load, means that CPS prefers to favour these optimal learning times. The school therefore requests parents to have children in class by 8:50am for Ready to Learn Time to ensure that learning can start promptly at 9:00am. The school will endeavour to reduce the number of families who routinely arrive late to class.

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

Camberwell Primary School has a continuing focus on establishing consistency in teacher practice by embedding the CPS Instructional Model and an agreed pedagogical approach based on increased data literacy and differentiated planning for learning. A common Lesson Design is providing the basis for targeted professional learning to ensure greater learner agency in every classroom where each lesson has a clear learning intention and success criteria with which students determine their progress in learning. These elements sit alongside differentiated learning tasks with the goal of increasing student engagement in learning. A suite of documents are defining the Framework for Bilingual Education at CPS and how teaching and learning is delivered to ensure consistency in teacher practice: teacher knowledge underpinned by high expectations in every class.

To achieve our Annual Implementation Plan (AIP) goals of one year's growth for one year's learning for every student, our focus has been on building teacher capacity through a distributive leadership model gaining significant buy-in from teachers at all levels. The introduction of two Learning Specialists who plan with year level teams and then model, team teach and provide feedback to teachers on their classroom practice has been highly appreciated by staff and will continue in 2019. We continue to provide dedicated professional learning for the Professional Learning Community (PLC) leaders who guide their team to analyse student data and to identify the best, research based, differentiated interventions (the FISO Improvement Cycle) and the Year Level Coordinators who oversee the implementation of the learning processes, has had a direct impact on increasing the capacity of teams and the level of professional dialogue about student learning.

### **Achievement**

One of CPS's Annual Implementation Plan goal: FISO Priority: Excellence in Teaching and Learning Initiative: Building Practice Excellence and Building Professional Leadership

A school-wide focus on learning difficulties, spelling and the early stages of reading over the past two years has seen an increase in student learning outcomes in NAPLAN as well as increased teacher confidence in assessing these areas.

Learning has been resourced with dedicated programs to ensure consistency of practice in our bilingual setting: Conscience Phonologique in French and Letters and Sounds in English have been resourced from Foundation to Year 2. Professional learning and resources have been created for CAFÉ Reading and the Daily Five in both languages. All teachers engaged with the Seven Steps Writing program as a curriculum day and have planned a strategic approach to its introduction in 2018. Mini-Lit proved to be a good fit as our intervention program and will be continued in 2019.

To achieve our School Strategic Plan goals in Numeracy, an external consultant was engaged to work with all maths teachers in Term Four in preparation for a whole-school approach to be implemented in 2018. The focus

is to improve curriculum knowledge, planning and assessment.

Increasing resources are being directed to both English and French as Additional Languages as students are entering our bilingual setting increasingly at year levels that are post Foundation.

### Engagement

One of CPS's Annual Implementation Plan goal: FISO Priority: A Positive Climate for Learning  
Initiative: Empowering Students and Building School Pride

Teachers have been seeking student feedback from Year 3 to Year 6 with the PIVOT survey which provides student perspective on teacher impact on learning and engagement. This has provided an excellent reflective tool which we hope to extend into the early years to focus on the effectiveness of learning and teaching. With an ever-increasing span of ability in each classroom, professional learning has been targeted to enable teachers to attend to every child's needs ensuring personalised learning in inclusive classrooms. Resourcing the teaching strategies to support students with learning challenges has been a focus at both ends of the spectrum. Teachers have run extra curricula activities such as Choir, Tournament of Minds, Maths Talent Quest, the poetry competition 'Bethe Mouchette', Les Kangarous des Maths (high level problem solving in French) Art, Science and Gardening clubs as well as having external providers with Yoga, Chess, Little Rockers and DELF examination preparation.

Student Voice continues to expand with the Student Representative Council (SRC) who attended an SRC conference, have revisioned the election process to be more student run and have audited school needs. Responding to our changing community, teachers are incorporating cultural learning opportunities into our curriculum to celebrate diversity. In 2018 the celebration of Diwali is now embedded into the Year 3 curriculum. In the second semester, educators engaged in professional learning around the Deep Learning Pedagogies which was supported by a curriculum day with Glen Pearsall. This will continue to be a focus for 2019 and on as we build teacher capacity to use sophisticated formative assessment strategies to identify the effectiveness of teaching throughout each lesson for every student.

### Wellbeing

One of CPS's Annual Implementation Plan goal: FISO Priority: A Positive Climate for Learning  
Initiative: Empowering Students and Building School Pride

2018 saw the recruitment of our Leading Teacher for Wellbeing (LTW) who quickly made a difference for all members of our school community. A proactive and highly skilled practitioner, our LTW not only works with students and parents but supports teachers to increase their range of teaching strategies to meet the needs of every students. Our school nurse has had a significant impact on tracking wellbeing cases and developing quick access resources for teachers to ensure that everyone is aware of individual student health concerns. Our administration staff continue to track absences which has seen an improvement in our attendance data. As a large primary school with a dual campus, developing connection and relationship is a constant focus for all staff. Wellbeing and educating for a positive mental health is a consistent element of learning in every class so to ensure that all students become independent learners who can self-regulate and problem solve. Our CPS approach is supported through the explicit teaching Social and Emotional Learning (SEL): the Zones of Regulation are gradually being extended throughout the school from Foundation and Year 1 where to develop vocabulary to express emotions and understand how to choose to move from one emotional state to another. Bounce Back, Circle Time and Restorative Practice are other tools used within the school to support the teaching of SEL curriculum. To complete the suite of wellbeing the CPS Community Code of Conduct has been added in to align with the CPS Positive Behaviour Matrix and the CPS Consequences Flow Chart.

### Financial performance and position

In 2018 the budget was carefully managed in light of a high percentage of staff on leave and a significant capital works project. This led to a moderate surplus with the early completion of a three storey capital works project which meant that some funds were held over to 2019 to fit out the learning spaces. Each year the school receives special consideration re funding to resource the bilingual education provided at CPS.




For more detailed information regarding our school please visit our website at  
<http://camberwellps.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

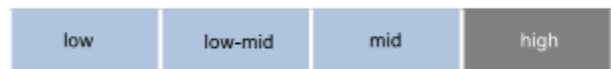
#### Enrolment Profile

A total of 694 students were enrolled at this school in 2018, 345 female and 349 male.

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

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

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

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






#### School Staff Survey

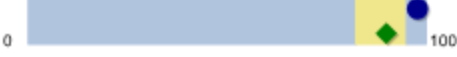
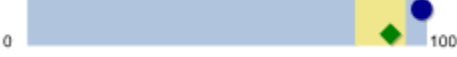


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p> Similar</p> <p> Similar</p>

## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> 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> Similar</p> <p> Higher</p> <p> Higher</p> <p> Higher</p>







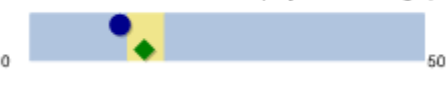


## Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>52%</td> <td>34%</td> </tr> <tr> <td>Numeracy</td> <td>12%</td> <td>51%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>16%</td> <td>56%</td> <td>28%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>37%</td> <td>48%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>8%</td> <td>46%</td> <td>46%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	52%	34%	Numeracy	12%	51%	38%	Writing	16%	56%	28%	Spelling	14%	37%	48%	Grammar and Punctuation	8%	46%	46%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
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Grammar and Punctuation	8%	46%	46%																							

## Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>School Comparison</b>            A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 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>95 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	94 %	95 %	94 %	94 %	93 %	<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										
95 %	94 %	94 %	95 %	94 %	94 %	93 %										

### 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>○ Lower</p> <p>○ Lower</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>○ Lower</p> <p>○ Lower</p>

## Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$5,221,898	High Yield Investment Account	\$610,302
Government Provided DET Grants	\$676,638	Official Account	\$32,279
Government Grants Commonwealth	\$14,170	Other Accounts	\$416,055
Revenue Other	\$33,065	<b>Total Funds Available</b>	<b>\$1,058,636</b>
Locally Raised Funds	\$1,084,335		
<b>Total Operating Revenue</b>	<b>\$7,030,105</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$5,477		
<b>Equity Total</b>	<b>\$5,477</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,862,375	Operating Reserve	\$270,316
Books & Publications	\$8,269	Funds Received in Advance	\$16,722
Communication Costs	\$11,736	School Based Programs	\$29,346
Consumables	\$98,206	Funds for Committees/Shared Arrangements	\$12,737
Miscellaneous Expense <sup>3</sup>	\$957,936	Repayable to the Department	\$480,000
Professional Development	\$20,584	Asset/Equipment Replacement < 12 months	\$59,171
Property and Equipment Services	\$662,657	Capital - Buildings/Grounds < 12 months	\$105,000
Salaries & Allowances <sup>4</sup>	\$31,192	Capital - Buildings/Grounds > 12 months	\$85,344
Trading & Fundraising	\$127,610	<b>Total Financial Commitments</b>	<b>\$1,058,636</b>
Travel & Subsistence	\$2,009		
Utilities	\$49,168		
<b>Total Operating Expenditure</b>	<b>\$6,831,741</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$198,364</b>		
<b>Asset Acquisitions</b>	<b>\$5,806</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school  
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.  
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.  
(4) Salaries and Allowances refers to school-level payroll.

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

# How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

### Achievement

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

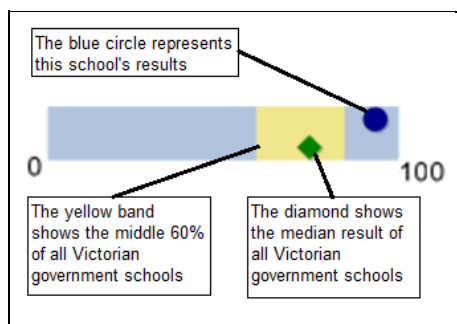
### Engagement

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

### Wellbeing

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

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

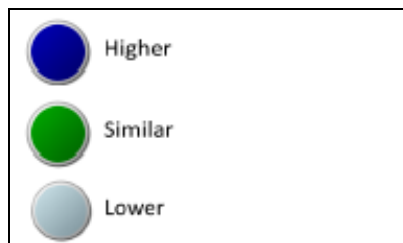


## What does *School Comparison* refer to?

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

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

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



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

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

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

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

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

## What is the *Victorian Curriculum*?

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

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

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

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

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