

2019 Annual Report to The School Community



PRINCIPAL: Damian Duncan

SCHOOL COUNCIL PRESIDENT: Greg Pinkerton

ENDORSED BY SC: March 16 2020



WODONGA PRIMARY SCHOOL



Education
and Training

School Context

What is your school's vision, values, and purpose? The school's workforce composition, geographic location, size and structure, social characteristics, enrolment characteristics, and special programs may also be included.

In 2019, Wodonga Primary School entered the second year of its Strategic Plan where all staff passionately pursued the engagement of learning and the expansion of minds of 884 students from our regional city. Our school is committed to driving our school improvement measures from within the classroom through our leadership structure, eight Learning Specialists across all areas of the school. (Each year level, including our Specialist team was appointed a Learning Specialist in 2019 based on our SSP goal of transformational leadership. Embedding our work in this area is a high priority and sees our staff constantly reflecting on their methods and pedagogies through a coordinated and effective SIT (School Improvement Team). As a Visible Learning school, students from Foundation to Year 6 are actively engaged in the core learning areas of English and Maths while exploring the other subject domains via an inquiry-based learning model. Student Wellbeing and Engagement are integral aspects of our school environment with consistent language and approaches implemented from F–6. Specialist teachers in Visual Arts, Music, PE, STEM, Computer Studies and Japanese not only provide curriculum coverage but also further opportunities for students to choose pathways they are passionate about, due to the additional activities they provide. In 2019, Wodonga PS had 40 classrooms that were structured to enhance collaborative practices within year levels – teachers plan and implement teaching programs that respond to student data and identified areas of need. Reading, Writing and Math curriculum pathways supported students to understand their learning progress. Our Vision Principles of Culture, Challenge, Curiosity, Community and Collaboration underpin all learning. Strong community connections are evident across our school and local environment. Wodonga Primary School is a proud member of the Wodonga Federation of Government Schools and works tirelessly with the Federation in promoting strong educational pathways in Government schools across Wodonga. In 2019, Wodonga PS had 46 equivalent fulltime teaching staff, 8 Learning Specialists, 4 Principal Class and 18 Education Support staff. The culture of our school is one of professionalism, student driven intent and passion for ensuring the whole child is educated.

Framework for Improving Student Outcomes (FISO)

Which FISO improvement initiatives and key improvement strategies did the school focus on in 2019? Note progress and highlights.

Please identify which FISO dimensions and related Key Improvement Strategies your school focused on in 2019. You may wish to refer to data used to identify areas of focus, and to measure progress.

The 2019 Annual Implementation Plan for Wodonga PS focused on the following FISO initiatives:

Building Practice Excellence

The 2019 AIP Goal in Building Teacher capacity in the teaching and learning area of Mathematics, was a major element of work for our school. Throughout the year staff worked on aligning practices in this area and ensuring numeracy pedagogy was strong and viable. Through doing this our SIT lead the school in transforming practices into accommodating the Mathematic Proficiencies and initiatives as "Number Talks" and "Low Floor, High Ceiling Tasks". These changes in practices was further supported by the introduction of new understandings brought about our school's engagement in the Bastow Leading Mathematics course. Our school continued to shift teachers' thinking to the process of mathematical working, not the product. By focusing on this area of the FISO continua, our school maintained a constant and consistent approach to building teacher practice excellence the much-needed area of Mathematics.

Positive Climate for Learning

Working towards creating a culture in our classrooms around Intellectual engagement of all students across all subjects was the major focus for this FISO goal. The SIT predominantly consulted with a "Task Force" of passionate teachers to explore, trial and create an approach to incorporating the fundamentals of student voice, agency, leadership and deep thinking in all classrooms. The launch of the "My Thinking Brain" language and cycle of thinking intellectually was introduced. Staff development was paramount as was the development of the classroom resources which visually outline the cycle of intellectual engagement within the My Thinking Brain concept - Planning, Monitoring, Evaluating Thinking and Learning. The foundations laid in 2019 have set the scene for further work in this area in 2020.

Achievement

Please describe how the school progressed its student achievement goals and/or outcomes in 2019. What are the highlights and proposed future directions and strategies? (You may wish to draw from 2019 AIP end-of-year assessment or 2020 AIP).

In 2019, staff worked tirelessly towards assisting students in gaining knowledge, skills, behaviours and dispositions that they need in order to use mathematics in a wide range of situations. A year-long strategic approach to reforming the culture and attitude towards maths saw a great improvement in student self-perception and participation in mathematics. Professional development saw our staff working on building their capacity to effectively teach mathematics to the students enrolled at WPS.

Some pleasing results came from this whole-school approach in teacher judgement with our school achieving the following in post-reporting teacher judgement scores:

- Having 6% more students at or above in the area of Measurement & Geometry compared to our network
- Having 7% more students at or above in the area of Number & Algebra compared to our network
- Having 7% more students at or above in the area of Statistics & Probability compared to our network

As well as having positive mathematics results in teacher judgement, our 2019 NAPLAN results indicated some promising growth, by:

- Having 4% more students in Years 3 & 5 in the top two bands compared to our network.
- Increasing the number of Year 3 students in the top two bands from 83% in 2018 to 85% in 2019.
- Increasing the number of Year 5 students in the top two band from 81% in 2018 to 88% in 2019.

In 2020, we aim to refine our staff's newly gained knowledge and practice and continue to build students' knowledge, skills, behaviours and dispositions that they need in order to use mathematics in a wide range of situations. We aim to achieve this by continuing to implement a strategic approach to professional learning, including the upskilling of new staff members and graduates as well as accessing external agencies to offer new understandings as well as being a critical lens on our Strategic Plan progress.

Engagement

Please describe how the school progressed its student engagement goals and/or outcomes in 2019. What are the highlights and proposed future directions and strategies? (You may wish to draw from 2019 AIP end-of-year assessment or 2020 AIP).

Wodonga Primary School's positive climate for learning continued to develop and grow throughout 2019. Having a team of leaders and staff focusing deeply on our school's climate and its effect on learning and attendance, has ensured our school has similar attendance data as comparable schools. Over a four-year period, our school records show less absences than comparable schools which provides us with feedback that the year-over-year focus on our school climate, is ensuring students are connecting to our school. In addition, our school attendance data is showing less absences than the state average.

These strong attendance data outcomes have been made possible by a number of initiatives.

Attendance processes shifted slightly to align with DET requirements. We began to utilise the compass daily text messages for any child marked non-present and that had not been approved. Through the Compass School Management platform, parents of students with an unapproved absence, are notified by text message at 10am on the day of absence. Initial analysis of our unapproved absence data, demonstrates an increase in explanations, communications and approvals.

A revised and updated attendance flowchart helped the school community to understand our protocols and processes for student attendance. This also enabled clear communication lines and fidelity with staff around dealing with students who missed consecutive days, and increased the use of SSGs and attendance plans as a strategy to support student engagement. Moving forward, the attendance team consisting of our Primary Welfare Coordinator, Attendance Admin staff member and Assistant Principal will look to expand on the initiatives for students, classes and year levels for positive attendance results. Currently, twice a term, we acknowledge a year level with the highest percentage of attendance for that month. As a result, students from this year level, vote and choose their incentive. At the commencement of the year, our student leaders assist year levels to choose five types of activities to put on the “incentive” lists. The students feel they have some agency in their incentive and it is ultimately appropriate to the cohort of students.

The attendance team work closely together to monitor and evaluate our attendance records, as well as providing feedback to the Leadership team and the broader school community. In 2019, this process has become simpler and more effective through developing a data tracking system that enables us to look at a variety of points of attendance data in a snapshot, to gain better understanding of student’s attendance habits.

A breakfast program has now been implemented at Wodonga Primary School with support from a number of local agencies. The goal of this has been to increase student connections with the school and support those who may miss the vital meal for the day. The other positive of the program is that it promotes the attendance of students who may typically be absent due to the financial pressures of family’s providing food for their children.

In 2020, our school will continue the aforementioned initiatives, as well as collaborate with the Wodonga Network of Schools on its collective focus on reducing student absenteeism.

Wellbeing

Please describe how the school progressed its student wellbeing goals and/or outcomes in 2019. What are the highlights and proposed future directions and strategies? Have any particular programs been implemented to support these outcomes (you may wish to draw from 2019 AIP end-of-year assessment or 2020 AIP)?

Student Wellbeing is a vital part of our work at Wodonga Primary School. In 2019, we continued to implement initiatives and programs that ensure students felt safe, cared for, and connected to school. It’s imperative to the leadership of Wodonga Primary School, that as a large school, we have a strategic approach that is supportive of all students. These measures are in place to ensure not one child’s wellbeing is compromised at school, or unsupported when environmental factors outside of school, are hindering their success. In 2019, our school continued to ensure a consistent approach and common language to support student development of social and emotional skills. To ensure consistency, the Tiered Response to Behaviour was continued and consistently implemented to ensure transparency to students, staff and the school community around expected behaviours and strategies to redirect and re-engage students. To further complement this, we adjusted the staffing profile at our school. Geoff O’Neill increased his time fraction to 1.0 (full time) in the Student Engagement Officer role and we commenced with a new support role by employing a school Psychologist, Fiona Stanley, in a 0.6 capacity.

In 2019, we continued to use Wellbeing data to guide our programming and foci. Student surveys were conducted in Years F - 3 in March and October, to gain individual, cohort and whole school pictures of student wellbeing. Students in Years 4-6 completed the department's mandatory Attitudes to School Survey. This process was also supported by the school's Wellbeing team. The data was then used to celebrate areas of strength as well as identifying areas for foci.

Whole school units were continued and of great importance through the high quality 'Responsible Relationships' program delivered each term. Alongside the classroom lessons were the highly effective whole school displays that were an ongoing reference during our whole school assemblies.

Wodonga Primary also has strong connections with external providers who use our school to conduct counselling, support and professional meetings to support students and families. Our use of a DET SSSO (School Student Support Officer) enabled our leadership team to utilise the expertise of professionals when working with and supporting highly vulnerable students and their families. WPS was also able to continue to engage Junction Support Services, UMFC and other external agencies for students to access additional counselling at school. Albury Wodonga Health worked very closely with the Year 1 staff and a selected group of students and families, to implement the KEAPS program. Geoff also worked extensively to co-facilitate the program around supporting parenting and implementing strategies to support the wellbeing and social emotional skills of the selected students in the classroom.

The school began its connection with the Lions Club to support a very successful Breakfast Club. Breakfast Club began in the PLC, one day per week but has now expanded to twice a week, run from the courtyard.

Wodonga Primary School showed its continued commitment to students requiring adjustments to their learning environment by hosting a walkathon dedicated to fundraising for a new sensory room. The room was built over the Christmas period and is awaiting resources for its grand opening. This has also aligned with the reorganisation and resourcing of the 'Tech Shed'.

Financial Performance and Position

Please provide a commentary relating to the school's financial performance, including:

- why the annual result was a surplus or deficit
- extraordinary revenue or expenditure items
- sources of funding the school received; for example, equity funding, special grants or fundraising initiatives
- additional State or Commonwealth Government funding the school received beyond the SRP, the purpose of the funding and its link to improvements in teaching and learning




Throughout 2019, Wodonga Primary School was the recipient of funding from various sources. We received funding to assist in the facilitation of programs within our school, such as the Defence School Mentor Program, Chaplaincy, Equity and Sporting Schools Grants. We were also fortunate to receive significant equipment resourcing through the Woolworths Earn and Learn program. The school community fundraised for targeted purchases, through our annual Easter Raffle, Walkathon and Christmas Raffle. This year, we also participated in the Tesselaar Bulb Fundraiser. The school is in the process of self-funding the redevelopment of our main toilet facility, to better accommodate our growing student population and to repair our ageing facilities which will alleviate ongoing maintenance issues. This will require funds to be allocated to the project over 3-4 years, which commenced in 2019. The school was able to allocate surplus funds to finance projects such as a new Junior Sandpit installation. The school also self-funded a variety of building works due to classroom expansion, given our growing population, and a sensory room to meet the needs of some of our vulnerable students.

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 884 students were enrolled at this school in 2019, 434 female and 450 male.

5 percent were EAL (English as an Additional Language) students and 6 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).
















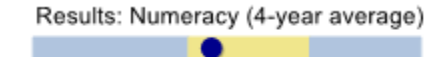


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Performance Summary

<div> <div>Key:</div> <div> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools:  </div> </div> <div> <div>Key:</div> <div> Similar School Comparison  Above  Similar  Below </div> </div>		
Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</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"> 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>Similar </p>

Performance Summary

<div> <div>Key:</div> <div>Range of results for the middle 60% of Victorian Government Primary Schools: </div> <div>Results for this school:  Median of all Victorian Government Primary Schools: </div> <div>Key:</div> <div>Similar School Comparison</div> <div>  Above  Similar  Below </div> </div>		
Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Year 3</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>NAPLAN Year 5</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>Below </p> <p>Below </p>




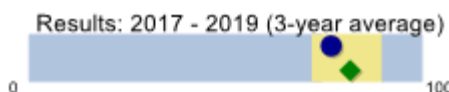
Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■		Key: Similar School Comparison																																				
Results for this school: ● Median of all Victorian Government Primary Schools: ◆		● Above ● Similar ● Below																																				
Achievement	Student Outcomes	Similar School Comparison																																				
<p>NAPLAN Learning Gain 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>	<p>Reading</p> <table><tr><td>28 %</td><td>46 %</td><td>25 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table> <p>Numeracy</p> <table><tr><td>28 %</td><td>52 %</td><td>19 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table> <p>Writing</p> <table><tr><td>24 %</td><td>49 %</td><td>28 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table> <p>Spelling</p> <table><tr><td>27 %</td><td>56 %</td><td>17 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table> <p>Grammar and Punctuation</p> <table><tr><td>16 %</td><td>51 %</td><td>33 %</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table>	28 %	46 %	25 %	Low	Medium	High	28 %	52 %	19 %	Low	Medium	High	24 %	49 %	28 %	Low	Medium	High	27 %	56 %	17 %	Low	Medium	High	16 %	51 %	33 %	Low	Medium	High	<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> <table><tr><td>25%</td><td>50%</td><td>25%</td></tr><tr><td>Low</td><td>Medium</td><td>High</td></tr></table> <p>Statewide Distribution of Learning Gain (all domains)</p>	25%	50%	25%	Low	Medium	High
28 %	46 %	25 %																																				
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Performance Summary

<div>Key:</div> <div>Range of results for the middle 60% of Victorian Government Primary Schools: <div></div> Results for this school: <div>●</div> Median of all Victorian Government Primary Schools: <div>◆</div></div>		<div>Key:</div> <div>Similar School Comparison <div>●</div> Above <div>●</div> Similar <div>●</div> Below</div>																	
Engagement		Student Outcomes		Similar School Comparison															
<div>Average Number of Student Absence Days</div> <div>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</div> <div>Absence from school can impact on students' learning</div> <div>Similar School Comparison</div> <div>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.</div>		<div>Results: 2019</div> <div><div></div><div>●</div><div>◆</div><div></div><div>0</div><div>50</div></div> <div>Few absences <-----> Many absences</div> <div>Results: 2016 - 2019 (4-year average)</div> <div><div></div><div>●</div><div>◆</div><div></div><div>0</div><div>50</div></div> <div>Few absences <-----> Many absences</div>		<div>Above</div> <div>●</div>															
<div>Average 2019 attendance rate by year level:</div>		<table><tr><td>Prep</td><td>Yr1</td><td>Yr2</td><td>Yr3</td><td>Yr4</td><td>Yr5</td><td>Yr6</td></tr><tr><td>93 %</td><td>92 %</td><td>92 %</td><td>93 %</td><td>91 %</td><td>92 %</td><td>91 %</td></tr></table>		Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	92 %	93 %	91 %	92 %	91 %	Similar school comparison not available	
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6													
93 %	92 %	92 %	93 %	91 %	92 %	91 %													

Performance Summary

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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	\$7,181,812
Government Provided DET Grants	\$1,413,827
Government Grants Commonwealth	\$20,376
Government Grants State	\$600
Revenue Other	\$42,446
Locally Raised Funds	\$552,193
Total Operating Revenue	\$9,211,254

Equity ¹	
Equity (Social Disadvantage)	\$489,598
Equity Total	\$489,598

Expenditure	
Student Resource Package ²	\$6,552,506
Books & Publications	\$6,075
Communication Costs	\$7,388
Consumables	\$136,973
Miscellaneous Expense ³	\$239,252
Professional Development	\$23,560
Property and Equipment Services	\$608,638
Salaries & Allowances ⁴	\$384,117
Trading & Fundraising	\$106,265
Utilities	\$84,925
Total Operating Expenditure	\$8,149,701
Net Operating Surplus/-Deficit	\$1,061,554
Asset Acquisitions	\$17,902

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$1,341,633
Official Account	\$96,158
Other Accounts	\$16,946
Total Funds Available	\$1,454,737

Financial Commitments	
Operating Reserve	\$212,510
Funds Received in Advance	\$75,441
School Based Programs	\$324,844
Funds for Committees/Shared Arrangements	\$16,544
Repayable to the Department	\$3,704
Capital - Buildings/Grounds < 12 months	\$475,000
Maintenance - Buildings/Grounds < 12 months	\$60,942
Total Financial Commitments	\$1,168,985

- (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)

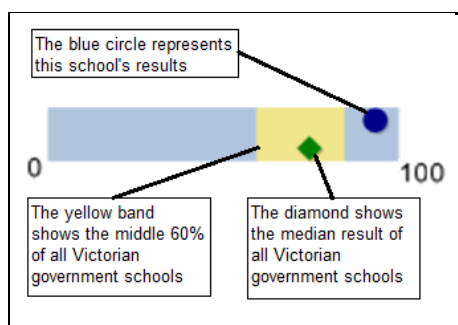
Engagement

- 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).

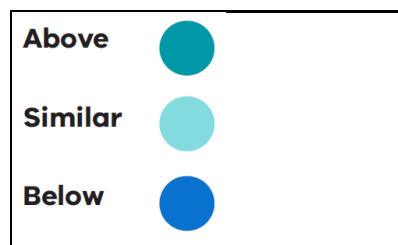


What does *School Comparison* refer to?

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').