

2018 Annual Report to The School Community



School Name: Carrum Downs Secondary College (8423)



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

Attested on 12 March 2019 at 04:51 PM by Mark Gow
(Principal)

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

Attested on 13 March 2019 at 05:27 PM by Matthew McDonnell
(School Council President)

Carrum Downs Secondary College (8423)

About Our School

School context

Carrum Downs SC was established in 2004 in the expanding outer suburban area south east of Melbourne. The 2018 enrolment was 890 students from Year 7 – 12. Staffing at Carrum Downs SC comprises of the College Principal, two Assistant Principals and 9 leading teachers, 60 EFT teachers and 30.00 EFT Education Support staff to assist with the learning program and the wellbeing of students.

Our purpose is to provide a supportive learning environment where young people are empowered to achieve their personal best and develop as responsible and creative members of our community.

In achieving our purpose we value:-

- Focus on Learning
- Mutual Respect
- Responsibility for our actions
- Achieving our Personal Best
- Acting with Integrity
- Enjoyment

The College has attractive grounds with a welcoming entry area. In 2018 we have continued the upgrading of our facilities and learning spaces. Additional facilities include four science rooms, two Food Technology kitchens, a Gymnasium, Fitness Room, Music and Performing Arts Centre and Canteen. We have completed the construction of our Community Café which provides for our VET Hospitality and School Based Apprenticeship programs. We have an outdoor applied learning facility known as “The Village” and extensive outdoor areas include synthetic turf areas, tennis and basketball courts and an oval. In 2018 the college began the construction of our new sports complex comprising a second gymnasium, change rooms, weights room and foyer/entrance. The majority of senior students complete VCE, with approximately one third of students studying VCAL and a high proportion incorporating applied or vocational strands into their program in the senior years. Curriculum from Year 7 – 10 is based on the Victorian Curriculum and is tailored to reflect the needs and interests of students. All students have a LOTE choice of Japanese or Spanish in Year 8 with a range of electives being offered from Year 9. A Select Entry Program (SEP) was introduced for Year 7 in 2009. SEP has continued to be refined to include compulsory instrumental music from 2011 and the application and selection process has been redesigned to have greater rigour and includes testing in literacy and numeracy and assessment of the students’ capacity to problem solve and work in a team.

The College offers a wide range of extension and enrichment programs including many opportunities to be involved in student leadership, instrumental music tuition, sports, musical and drama productions, Homework Club and a variety of other lunchtime and after school activities. In addition to a Year 7 Transition Camp and subject specific camps, we offer a number of educational tours both interstate and overseas including visiting our sister school in Japan and Central Australia.

The Student Family Occupation (SFO) index at the College for 2018 was 0.5489. The College attracts enrolments from a diverse range of cultures, the largest group of whom come from the islands of the South Pacific, with a very small number qualifying for EAL support. Most students live in the neighbourhood surrounding the College though some are attracted from further afield for particular curriculum options. There was a continued focus in 2018 on further developing our curriculum and common assessment tasks in every Learning Area and subject across the college ensuring we have consistent curriculum delivery in line with the Victorian Curriculum.

We have continued to develop and implement our Student Management Model and the Pro-Social Behaviour Model and this year has seen the introduction of the Resilience Project across the college run through our Pastoral Care lessons. We have also begun the development of the SWPBS which will be introduced into our college in 2019.

The College Priorities for 2018 were based around excellence in teaching and learning. Our key areas of focus were:

- Curriculum planning and assessment
- Building practice excellence

Carrum Downs Secondary College (8423)

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence

- Build a culture where curriculum development is a high priority and is shared by all members of staff following consistent agreed processes
- Collaborative learning is valued by all staff and supported by curriculum focused PLT's where opportunities to improve practice are supported by time, structures and programs
- Further develop a culture of professional learning and professional learning team practices to result in higher student learning growth
- Build capacity of staff to implement a focused, cohesive and effective approach to teaching and learning that leads to improved student learning through a whole school instructional model "GANAG"

Curriculum Planning and Assessment

- Whole school focus on improvement in Literacy and Numeracy
- Documented scope and sequenced curriculum and learning standards that are used by all teachers in all teaching areas
- Develop Common Assessment Tasks and practices which are aligned across the College and with the VCAA curriculum, allowing for accurate and timely reporting
- School wide use of data to drive teaching and learning with the introduction and implementation of a whole school Data Management System
- Documentation and implementation of a formally agreed instructional model
- Intervention/support programs to bridge the gap in student learning

Achievement

Students across Years 7-10 performed at 'similar' to predicted levels for teacher judgements in English and Mathematics in comparison to schools across the state. All of the Year 7 and 9 NAPLAN results were 'similar' to the expected scores and within the middle 60% of Victorian government schools.

In 2018 our NAPLAN achievement levels were the closest to the state mean that they have ever been, indicating our group of Year 9's were quite strong academically across the board. Their Numeracy learning gain was similar to our long term trend showing 20% high learning gain and 27% low learning gain. The learning gain of our Years 9's in Reading also improved slightly from 2017, with more students recording high gain, however the number of students recording low gain (34%) is still a concern. Our Year 9 writing learning gain was still poor with 47% students recording low gain.

Our VCE data was comparable to the previous year and our average study score was about the same at 25.3 with our average ATAR remaining the same as the previous year. In 2018 we once again had a large percentage our cohort obtain University placement. We had 97% of students complete VCE which was an improvement on 2017 and we had a 77% completion of VET units. Our VET completion was down from the previous year however we have increased our destination data to higher than like schools indicating that we are placing more students into employment or further studies. Our VCAL completion rates sat at 87% which was about the same as 2017.

Engagement

In 2018, average attendance was 89% which was similar to 2017 and at the state average. We further embedded our management portal (Compass) which tracks student attendance more accurately and also informs parents on a regular basis regarding their child's attendance. We are working towards improving this figure in 2019. Year 9 and 10 had the lowest attendance at 87%. Year 12 had the best attendance for 2018 at 92% followed by Year 7 with 90% respectively.

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Retention from Year 7 through to year 10 was at the state average. Students exiting to further employment and full time study were at the state average and higher than like schools which was an indication of the pathways work we have undertaken as a college.

Parent Satisfactory Summary indicates that we are below the state average and outside the middle 60% of all Victorian Government schools. We did however have only a small number of parents complete this survey.

The focus for the Middle years is on engagement, skill development and social competencies. The senior years is focused on pathways. For many senior students the key to their ongoing engagement is the study of vocational programs offered at the college and/or the VCAL program. We continued to operate a student run community café –Café 263 and a Parks and Gardens School Based Apprenticeship where students engage in authentic learning along with a large number of external VET courses.

The Pastoral Care program introduced the Resilience Project this year and our House system continued to support students educational, social and emotional needs. These programs are focused on increasing pride, connectedness to the college, self-esteem and community involvement through charitable work.

Wellbeing

The college has continued its strong focus on student connectedness and student engagement. The outcome for the Students Attitude to School survey was below the middle 60% of Victorian government schools. As a result of this data we introduced the Resilience Project across the college for 2018 and will continue to embed this program in 2019.

We have continued to offer a wide range of extra-curricular programs which have included inter school sport, camps and excursions, production and music programs.

Student well-being has been a continued focus with goals set around ensuring consistent student management and engagement strategies and practices to ensure an orderly, safe and secure environment. Consistent and sustained application of the Student Management and Pro-social Model has led to an improvement in student behaviour and thus the student perception. The introduction of the 4 R model has led to consistency in student management in the classroom. Our Pastoral Care program has implemented our pro social skills component which is aimed at educating students about bullying and bringing about positive behaviour in the college. We have also begun the development work to introduce SWPBS across the college in 2019 to further support student engagement and promote positive behaviour.

Year 7, 8 and 9 students have focused on relationships and social competencies in Pastoral Care including research being undertaken on the “World of Work” and an increased component of careers education.

Developing strong links with the feeder primary schools continues to be a priority as is the aim of greater parent and community involvement in the college. The percentage of Year 6 students enrolling in CDSC from our local feeder schools remained about the same for 2018. In the competitive environment of school enrolments this continues to be a large element of our work.

Financial performance and position

2018 saw the continued upgrading of our college facilities. Hollows house was completely repainted, re-carpeted and new LED lighting installed throughout the building. A new external locker bay was built to assist with providing a calm internal learning environment for students. These costs are reflected in the property and equipment services expenditure which also includes 6 months contract cleaning and lease costs for photocopiers, 3D printer and 2 classrooms of computers.

Our college received \$761,935 of equity funding for 2018 and this was used across a variety of areas including, uniform and textbook support, student intervention programs including our SHINE program aimed at closing the gap in student learning, improving whole school literacy, wellbeing programs such as the Resilience Project and further development of our House system,

Miscellaneous expense includes \$280,348.00 for camps and excursions throughout 2018, \$241,655.00 for Agency employed casual relief teachers, \$93,447.00 charges for our VET in schools program, \$23,587.00 waste disposal and \$48,142.00 which incorporates insurance, administration and curriculum affiliation costs.

All 2018 income was expended for the benefit of the students to improve their learning outcomes in a safe

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environment.

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary school type.*

Enrolment Profile

A total of 890 students were enrolled at this school in 2018, 439 female and 451 male.

10 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	49.1	72.4	64.8	78.4

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	33.5	51.5	41.4	61.2

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	78.5	79.1	64.9	89.9	Similar
Mathematics	72.1	69.4	49.3	85.5	Similar

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	37.5	50.0	37.7	64.5	
Year 7	Numeracy (latest year)	36.8	50.8	37.5	66.7	
Year 9	Reading (latest year)	37.3	43.7	31.2	58.4	Similar
Year 9	Numeracy (latest year)	37.5	44.4	30.4	59.9	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	42.4	48.2	36.7	60.3	
Year 7	Numeracy (4 year average)	40.8	51.4	38.1	66.0	
Year 9	Reading (4 year average)	32.8	41.9	30.8	54.9	Similar
Year 9	Numeracy (4 year average)	34.6	41.8	30.1	59.1	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 5 to 7 and year levels 7 to 9 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all ‘similar’ Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain		Low Growth	Medium Growth	High Growth
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	33.6	46.4	20.0
Year 5 to 7	Numeracy	33.1	46.3	20.7
Year 5 to 7	Writing	28.6	49.2	22.2
Year 5 to 7	Spelling	32.3	46.8	21.0
Year 5 to 7	Grammar and Punctuation	29.8	50.8	19.4
Year 7 to 9	Reading	33.6	45.0	21.4
Year 7 to 9	Numeracy	26.6	53.2	20.1
Year 7 to 9	Writing	47.2	39.4	13.4
Year 7 to 9	Spelling	30.6	47.9	21.5
Year 7 to 9	Grammar and Punctuation	33.3	46.5	20.1

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. 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.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	25.3	27.1	25.3	29.7	Similar
Mean Study Score (4 year average)	25.0	27.4	25.3	29.6	Lower

Students in 2018 who satisfactorily completed their VCE: **97 percent**.

Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: **30 percent**.

VET units of competence satisfactorily completed in 2018: **77 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: **87 percent**.

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A school comparison rating of 'Higher' indicates this school records less absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records more absences than expected.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	22.6	20.6	15.9	25.1	Similar
Average number of absence days (4 year average)	20.5	20.2	16.0	24.5	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	90	88	87	87	89	92

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	79.5	75.0	66.7	81.7	Similar
Retention (4 year average)	76.4	75.0	66.2	80.4	Similar

Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	94.8	91.7	83.1	99.3	Higher
Student Exits (4 year average)	89.2	91.6	83.5	97.7	Similar

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	38.0	53.1	43.3	63.2	Lower
Percent endorsement (2 year average)	37.4	52.9	44.5	61.9	Lower

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 7 to 12.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	41.6	56.7	47.0	68.0	Lower
Percent endorsement (2 year average)	41.2	56.0	47.5	66.4	Lower

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$8,342,620
Government Provided DET Grants	\$1,330,792
Government Grants Commonwealth	\$8,040
Government Grants State	\$13,938
Revenue Other	\$37,078
Locally Raised Funds	\$672,784
Total Operating Revenue	\$10,405,252

Equity ¹	Actual
Equity (Social Disadvantage)	\$689,687
Equity (Catch Up)	\$0
Transition Funding	\$72,248
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$761,935

Expenditure	Actual
Student Resource Package ²	\$8,370,021
Adjustments	\$0
Books & Publications	\$230
Communication Costs	\$24,078
Consumables	\$256,208
Miscellaneous Expense ³	\$687,179
Professional Development	\$69,208
Property and Equipment Services	\$475,741
Salaries & Allowances ⁴	\$366,407
Trading & Fundraising	\$155,256
Travel & Subsistence	\$246
Utilities	\$86,413
Total Operating Expenditure	\$10,490,986
Net Operating Surplus/-Deficit	(\$85,734)
Asset Acquisitions	\$13,982

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$29
Official Account	\$18,136
Other Accounts	\$0
Total Funds Available	\$18,165

Financial Commitments	Actual
Operating Reserve	\$18,165
Other Recurrent Expenditure	\$65,797
Provision Accounts	\$14,000
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$97,962

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 2019 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

WHAT DOES THE PERFORMANCE SUMMARY SECTION OF THIS REPORT REFER TO?

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

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

Wellbeing

- Attitudes to School Survey (ATOSS) factors:
 - Sense of Connectedness
 - Management of Bullying

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

WHAT DOES SCHOOL COMPARISON REFER TO?

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

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

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

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

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

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

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

WHAT IS THE VICTORIAN CURRICULUM?

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

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

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

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

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