

# 2019 Annual Report to The School Community



**School Name: Manifold Heights Primary School (4224)**



- 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 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 12 March 2020 at 04:42 PM by Barry Rowland (Principal)

The 2019 Annual Report to the school community:

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

Attested on 30 October 2020 at 12:27 PM by Madhu Subramaniam (School Council President)

## About Our School

### School context

Manifold Heights Primary School is located in the suburb of Manifold Heights, within the City Of Greater Geelong. Our School vision which evolved from our most recent School Review (late 2017), highlights a proactive and strategic encouragement of students to become more motivated and independent learners.

To do this:

- We provide a wide range of learning choices for students to demonstrate their understandings and to reach their full potential.
- We consistently encourage students to become lifelong learners who value themselves, others and learning.
- We promote social responsibility, resilience, perseverance and independence, preparing our students for an ever changing world.

School values: I show respect, I act with safety, I take responsibility. School values are embraced via a School Wide Positive Behaviour Support (SWPBS) approach.

The School motto is: Unleashing potential.

The 2019 school year commenced with an enrolment of 427 students, continuing a positive growth trend over the past few years (345 students back in 2012). Our student population was made up of 224 females and 203 males, with very small percentages of students with English as an additional language and a low percentage of Aboriginal or Torres Strait Islander background. The demographic profile of the school in 2019 placed our school in the 'Medium' socio-economic band.

The Student Family Occupation (SFO) index is currently (in 2019) 0.3564 and Student Family Occupation and Education index (SFOE) is 0.3137; these have lowered slightly in recent years.

Quite a proportion of current students reside outside our designated neighbourhood catchment area, suggesting the school to be one of choice for many families. An enrolment policy is now in place to ensure that enrolments do not exceed our accommodation capacity. Each year the school can accommodate three new Prep classes, which was again achieved in 2019. There are a number of other government primary schools within close proximity and our adjusted designated neighbourhood catchment area caters for the expansion of the Fyansford Estate (old Cement Works).

In 2019 we had 18 classes – three at each of Prep, Grade 1 and Grade 2 levels; five composite Grade 3/4s and four composite Grade 5/6s. Each of these 18 classes accessed four Specialist subjects per week: P-2 Art/LOTE, Music, PE and Library and Grade 3-6 Art/LOTE, Music, PE and Science.

Our School Council maintains a focus on strategic planning and policy development, together with a determined approach to fundraising and using this to target school improvement initiatives. For example: playground renovations, 'take home books' replacement program, ICT resources (eg: iPads) and Specialist subject resourcing.

2019 Workforce composition: the school employed 30.22 equivalent full time staff, made up of two Principal class officers, 22.9 teachers and 5.32 Education Support.

### Framework for Improving Student Outcomes (FISO)

School goals and aligned Framework for Improving Student Outcomes(FISO) improvement initiatives:

1. To ensure the achievement of high quality educational outcomes for every student in all curriculum areas, with a particular focus on increasing learning growth in Literacy and Numeracy.

- Building Practice Excellence:

Consistently embed an agreed whole-school instructional model across all curriculum areas and classrooms.

Continue to use Professional Learning Communities (PLCs), Professional Learning Teams (PLTs) and other collaborative professional learning approaches to support teachers in building their capacity (Practice Excellence) to consistently implement the school's Instructional Model.

Review leadership structure and develop an effective and staff endorsed distributive instructional leadership model.

Enhance efforts and arrangements that promote increased opportunities and learning success for every student through partnerships involving students, teachers, families and other stakeholders.

2. To ensure every student becomes an engaged, confident, motivated and independent self-regulated learner who

challenges themselves to advance their achievements.

- Empowering students and building school pride.

Activate student voice, leadership and agency in own learning.

3. To develop resilient students who display growth mindsets, behaviours and attitudes that reflect the school values.

- Health and wellbeing.

Develop a consistent whole-school approach to health, wellbeing and inclusion.

## Achievement

Manifold Heights aims to improve student learning outcomes for all students in Literacy and Numeracy in particular, by providing all students with the opportunity to reach their learning potential through a comprehensive and sequential curriculum. Students requiring additional support or extension with their learning are identified on an ongoing basis and appropriate programs and teaching strategies are provided for them.

The school strategically works to enhance the capabilities of teachers through agreed whole school professional development activities and other options including Professional Learning Teams - these PLTs focus upon developing and embedding best practice in teaching high quality, research based Literacy and Numeracy pedagogy in particular, in all of our classrooms.

Teacher Judgements against the Victorian Curriculum in the areas of English and Mathematics across Prep – 6, indicate that Teacher Judgements of our student achievement is higher than the median of Victorian Government Schools in English and similarly in Mathematics.

NAPLAN: when compared to the median of all Victorian schools, MHPS students performed slightly lower in Grade 3 Reading and Grade 5 Numeracy but pleasingly above in Grade 3 Numeracy and Grade 5 Reading. When compared to 'similar schools' (based upon demographics) our students compared favorably in Grade 5 Reading only.

NAPLAN Learning Gain (tracking learning growth from Grade 3 in 2017 to Grade 5 in 2019 achievement), indicates that 60% or greater of our students achieved medium to high growth across all areas of Literacy, including Reading, Writing, Spelling and Grammar and Punctuation. These results are pleasing, particularly in Reading, where 86% of students achieved medium to high growth. While there is room for improvement across all areas, we are working hard to improve student outcomes and build teacher capabilities, particularly in Mathematics. The School Primary Maths Specialists Leaders (funded for 2019 and 2020) are continuing to assist staff through developing pedagogy to improve student outcomes in Numeracy.

The 2019 annual Staff Survey responses reflected a 84% endorsement across aspects such as collective efficacy, collective responsibility, academic emphasis, teacher collaboration, collective focus on student learning and a guaranteed and viable curriculum.

## Engagement

Our goal continues to be to provide experiences for students that develop a strong sense of belonging, build leadership qualities, enhance resilience, engagement and motivation to learn, together with developing a strong sense of values - all in line with our School Wide Positive Behaviour Support focus.

In 2019 student attendance was positive with all Year Levels achieving above 89% attendance rate. Our attendance data for 2019 is matched as very similar to that of other schools but slightly higher than those schools with demographics similar to those of our community. The school continues to aim to promote improved levels of attendance through the implementation of strategies and programs that target levels of absence and late arrivals. One such strategy has been the enhanced daily use of Compass to inform parents of unexplained absenteeism and lateness in a more timely daily manner. Family holidays during school terms impact on the average number of days absent for our student cohort, with 25% of students recording 20 or more absent days.

Teaching approaches focus strategically on reflecting upon individual student learning data and the subsequent collaborative development of personalised learning goals across the curriculum - most notably in Literacy and Numeracy. At the mid-year Parent-Teacher interviews (a pupil free day), opportunities were created for teachers to discuss with parents and carers, student learning, achievements in the year to date, set learning goals and develop future strategies to target identified needs.

Engagement was enhanced through Student Leadership, Student Council and Prep Buddies programs.

In 2019, whole school celebrations for Literacy and Numeracy week, an amazing Art Show and Education Week celebrations, students and parents were provided with an opportunity to participate in a range of activities and open classrooms to build enhanced connectedness and understandings between home and school.

A range of extra-curricular activities are offered to support students develop social competencies. These include the Dance Troupe, Art competitions, participation in the State Schools Spectacular, Inter-school, Regional and District sporting activities, Geelong Music and Movement Festival, Bully Busting Day, Bike Education program as well as Camps and a range of Excursions and Incursions.

A most caring and capable Integration Aide team provide a highly supportive program to students in the Program for Students with Disabilities.

Transition programs for students moving on to the next grade level were offered. These are valuable opportunities to prepare students for their promotion in the following year. This is especially important for Preps moving into the Junior building, Grade 2s into Middles and Grade 4s into Seniors. Formalised processes for teaching for handing over of student learning information ensures greater continuity of learning for all from one school year into another. Four formal orientation sessions for the 2020 intake of Preps were held late in 2019 to prepare these students for school.

The Grade 6 Graduation evening in December was again a memorable and significant one with many, many family and friends attending at the Clonard College Hall venue, together celebrating the primary school journey of our 49 Graduates, who were about to embark into secondary schooling at 13 schools across Geelong in 2020.

## Wellbeing

Student perception and experiences of school are measured annually using the State Wide Attitude to School Survey. This survey is administered in Grades 4, 5, and 6. It provides valuable data on students' views of wellbeing, teaching, learning and school experiences in general. A sense of connectedness is a lead indicator in all Government Schools in reaching State targets in developing student resilience. Manifold Heights Primary School students have evaluated themselves with an 86% endorsement for sense of inclusion, 80% in school connectedness and 80% for a high sense of self-regulation and ability to set and work towards learning goals. These positive results reflect that our school has a positive and inclusive learning environment for our students and places the school at a similar standard to other schools in the state. These survey results were 'unpacked' by teaching teams as they explored variations with Grade levels and across responses from boys and girls.

We strive to embed a rigorous approach to teaching and classroom management, which supports an engaging and challenging learning environment. Each year begins with a 'Starting Right' unit of work to develop a sense of belonging to the school and their new classroom environment, class cohort and teacher. This establishes routines, team work, school values and SWPBS matrix expectation understandings and behaviours. We are proud to see our students are resilient, confident and enthusiastic as they started school, move between grade levels and into secondary colleges. The school continues to have ongoing positive relationships with local preschools. Our Kindergarten children visit the school for a transition program during the September to November period (four transition sessions). The Foundation (Prep) and Year 5 Buddy Program is a feature of welcoming and inducting the new students into our school. An intra-school transition program occurs in Term 4 where all year levels link with the following year's students and teachers - a 'step up' day for all. The focus of this program is establishing a sense of belonging, learning about expectations of the new grade level and developing a cooperative team approach to learning. Manifold Heights Primary School students participate in programs offered by our local secondary colleges, including participation in activities such as Science and Food Technology, Leadership Development and The Arts. Staff from secondary colleges visit our Grade 6 students prior to the end of the year, in readiness for Secondary Transition day sessions. The school transition processes and programs from pre-school to school, from year to year, transferring into the school, and moving from primary to secondary settings ensure our students have a well-developed positive attitude to and capacity to manage change. Our School Chaplain works to support the emotional and social needs of all our students, along with parental support. Support is provided via some group work, lunch activities and 'Milo Mindfulness' sessions which are aimed to help start the school day positively.

The school has completed the e-smart accreditation and student online safety is a core part of this program. An incursion produced by Brainstorm Productions offered concrete strategies and solutions our students can use to protect themselves when online, providing clear instructions on how to be cyber safe. This work is also supported through Geelong Police visits and BATForce conducted workshops.

School Wide Positive Behaviour Support (SWPBS) is very much embedded throughout the school as an approach to

model and reinforce positive social behaviours. This endorsed whole school approach provides a very clear understanding of expected community behaviour, and continues to develop enhanced student perceptions and feelings about their school and its operations. A Parent and Staff SWPBS matrix have been successfully developed, communicated and implemented.

### **Financial performance and position**

Manifold Heights Primary School received a total operating revenue of \$3,967,253.00 in 2019. This increased in comparison to 2018 due to a slight increase in student numbers. The combined bank balance at the end of 2019 totalled \$73,837.00. Overall the school finished 2019 with a Net Operating Surplus of \$74,900.00 which was partly contributed by revenue raised from our Parents and Friends fundraising activities during the year. Equity funding was utilised to support enhanced online parent communications, staff professional development around the Instructional Model and High Impact Teaching strategies in particular, driving our Professional Learning Teams and Teacher observation and coaching arrangements, contributing to SWPBS whole school implementation, Mindfulness program delivery and ICT whole school plan support.

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

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

## SCHOOL PROFILE

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

### Enrolment Profile

A total of 427 students were enrolled at this school in 2019, 224 female and 203 male.

6 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

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

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

### Parent Satisfaction Summary

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

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	81.8	85.8	79.2	92.0

### 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)	84.1	79.5	68.5	87.9

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

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	95.3	89.7	81.7	95.0	Above
Mathematics	93.4	90.3	81.8	95.8	Above

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	72.7	76.5	60.0	90.0	Below
Year 3	Numeracy (latest year)	71.4	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	77.4	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	54.7	59.3	41.2	76.4	Below

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	71.7	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	70.4	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	71.7	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	55.8	56.3	40.7	71.7	-

### NAPLAN Learning Gain

Learning Gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN Learning Gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

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.

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 Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	14.6	58.3	27.1
Numeracy	44.7	42.6	12.8
Writing	36.2	48.9	14.9
Spelling	34.0	46.8	19.1
Grammar and Punctuation	29.8	48.9	21.3

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

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	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	16.4	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	15.5	15.5	13.5	18.2	-

### Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	94	93	92	92	92	89	90



## WELLBEING

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

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

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	80.1	80.9	71.8	88.9	Similar
Percent endorsement (3 year average)	78.9	81.4	73.9	88.1	-

### Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

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

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	78.3	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	76.9	81.7	74.4	89.1	-

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$3,263,307
Government Provided DET Grants	\$471,690
Government Grants Commonwealth	\$9,670
Government Grants State	\$0
Revenue Other	\$22,775
Locally Raised Funds	\$199,810
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$3,967,253</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$36,715
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$36,715</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,145,832
Adjustments	\$0
Books & Publications	\$26,345
Communication Costs	\$12,491
Consumables	\$78,595
Miscellaneous Expense <sup>3</sup>	\$169,165
Professional Development	\$15,632
Property and Equipment Services	\$162,928
Salaries & Allowances <sup>4</sup>	\$213,820
Trading & Fundraising	\$30,474
Travel & Subsistence	\$625
Utilities	\$36,445
<b>Total Operating Expenditure</b>	<b>\$3,892,353</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$74,900</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$864
Official Account	\$66,563
Other Accounts	\$6,410
<b>Total Funds Available</b>	<b>\$73,837</b>

Financial Commitments	Actual
Operating Reserve	\$73,837
Other Recurrent Expenditure	\$13,718
Provision Accounts	\$0
Funds Received in Advance	\$17,750
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
<b>Total Financial Commitments</b>	<b>\$105,304</b>

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 26 Feb 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, 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 '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, Community Schools and schools that changed school type recently, 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').