

2018 Annual Report to The School Community



School Name: Bellarine Secondary College (8250)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 22 March 2019 at 03:33 PM by Wayne Johannesen (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 06 May 2019 at 02:20 PM by Catherine Daniels (School Council President)

About Our School

School context

Bellarine Secondary College is the sole state secondary College on the Bellarine Peninsula. The College is situated on two campuses with a confirmed enrollment of 1230 in 2018, 552 female and 678 male, with students located on the Ocean Grove campus at years 7 and 8 and ? students in years 9 to 12 on the senior campus in Drysdale. The College welcomes students from 13 partnership Primary Schools which are similarly located on the Bellarine Peninsula which helps to build the connection the College enjoys with the local community.

In 2018 the College staffing of 122.5 was comprised of 86.8 equivalent full time teachers, 5 Principal Class and 30.7 Education Support staff.

The values of Respect, Responsibility and Resilience are central to the College's mission and the College prides itself on being an inclusive co-educational setting which provides for the diversity of the needs of its local community.

The overall socio-economic profile of the College, which takes into account parents occupation and level of education, places the school in the mid band (medium).

The College provides students with a quality education in a safe, orderly and supportive environment and enjoys spacious grounds and classrooms which were, largely, refurbished in 2018.

Bellarine Secondary College aims to develop high expectations as it prepares students to be active lifelong learners. The curriculum at years 7-10 provides students with a broad learning which is embedded in the essential standards of the Victorian Curriculum. The feature of the Year 9 curriculum is the re-engagement program which features the Geelong Tertiary Futures Program (GTFP) which provides students with a preview of a broad range of vocational and educational pathways, LinC (Learning in the Community) and Personal Investigation which aim to build student understanding of, and connections with, the local Bellarine and broader community and Eco5 which fosters teamwork, initiative and an appreciation of our local environment. The Year 10 curriculum provides students with further choice and the opportunity to accelerate their learning with early access, in particular, to the VCE. The College provides a range of pathways in the senior years including the Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL), Vocational Education and Training in Schools (VETiS) and School Based Apprenticeship and Traineeships (SBAT). The VETiS program is supported by programs provided by both the College, through the cluster of neighboring schools within the Greater Geelong area and the Gordon (TAFE). The diversity of senior pathways is recognized by the local community as a feature of the College.

The Select Entry Accelerated Learning program continues to be a strong component of the College's learning program and attracts aspirational students from the partnership Primary Schools within the Designated Neighborhood Area. The College utilizes equity funding to support both the Literacy and Numeracy Intervention programs at years 7-9 to bridge the gap in these critical areas of student learning. Hands On Learning (Year 9) and Ready, Set, Work (Year 10) provided students with applied learning experiences to complement the broad classroom learning program and the electives in both the Arts and Technology.

Student attendance and participation is critically important to the College. The continued development of the House System and wellbeing programs enhance student engagement and attendance by actively supporting students and building connections to the College. The appointment of a Student Engagement Officer aims to further enhance the connections between the school and families in order to improve both engagement and attendance.

The parent satisfaction at 66.2% is marginally lower than the state median of 72% endorsement (agree or

strongly agree), while the percent of staff on School Climate as reported in the annual School Staff Survey is low (37.8%) and remains as an area for much needed growth.

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes uses the latest research on student learning and global best-practice to assist schools to focus their efforts on key areas that are known to have the greatest impact on school improvement with student engagement, wellbeing and achievement central to improvement efforts.

The College continued to focus on Building Practice Excellence in 2018. The further development of the Bellarine Classroom model, informed by the New Art and Science of Teaching and the work of Marzano, has been informed by research and aims to ensure there are high impact teaching strategies in all classrooms across the College. The focus on building practice excellence through the development of the College's instructional model has been facilitated by whole school professional learning and the continued work of Professional Learning Teams (PLT's) which are domain based and provide staff with the opportunity to reflect collaboratively upon, and grow, both the curriculum and pedagogy in each domain of student learning. This work will continue in 2019 with the appointment of a Learning Specialist; Instructional Practice to lead and support staff collaboration in PLT's. Classroom observations and learning walks provided staff with the opportunity to observe the practice of their peers and provide feedback to inform continued pedagogical growth.

The College focused on the statewide priority of Setting Expectations and Promoting Inclusion in 2018 with the continued implementation of School Wide Positive Behaviors and Respectful Relationships. The progress in relation to each was limited in 2018 as a result of a number of factors including the disruption brought about because of changes in the leadership of these initiatives. This was compounded by a crowded improvement agenda which affected the traction that was achieved in relation to each.

Achievement

Student achievement in both Literacy and Numeracy remain within the band of 60% of Victorian government schools, which is similar to other schools with alike student backgrounds and characteristics. Teacher judgments of students in year levels 7-10 working at or above age expected standards in English (74.6%) and Mathematics (60.3%) are below the state median (79.1% and 69.4% respectively).

NAPLAN data at Year 7 reflects that the percentage of students in the top three bands in reading (54.1%) was greater than the state median (50%), although lower than the 4 year school average of 53.9%. The NAPLAN Numeracy data at Year 7 is more buoyant at 58.2% in 2018, above the state median of 50.8% and the 4 year school average of 55.2%.

Year 9 NAPLAN Reading data at 46.9% in 2018 is similarly higher than the state median at 43.7% and the 4 year average of 41.8%. The Year 9 NAPLAN Numeracy results at 42.9% is, however, lower than both the state median of 44.4% although higher than the 4 year school average of 41.5%.

The learning gain levels in NAPLAN Year 7 to 9 in Reading decreased in 2018 with High Growth decreasing from 24 to 22% and medium growth decreasing from 52 to 49% and an increase in low growth from 24-29%. The growth in Year 7 to 9 Numeracy noteworthy in that while there was a nominal decrease in high growth (19-18%), medium growth increased (47-50%) and low growth declined (35-31%).

The mean VCE study score of 26.0 in 2018 is marginally below the 4 year average for the school of 26.2. This is contrary to the growth trend over the previous three years (2015; 25.29, 2016; 26.47, 2017; 27.01). The goal in 2019 is to re-establish the upward growth of the mean with Key Improvement Strategies focusing on the active use of student learning data and the implementation of the VCE Improvement Team which aims to embed high impact teaching strategies across senior classrooms. 2018 saw an increase in the number of students satisfactorily completing the VCE (2018; 98%), there was also an increase in the percentage of year 12 students

undertaking at least one Vocational Education and Training (VET) unit of competence (2018: 58%), with a 9% increase from 2017. 67% of VET units were satisfactorily completed. 78% of VCAL credits were satisfactorily completed in 2018; equal to the results achieved in 2017.

Engagement

Student attendance continues to be a concern for the College despite explicit attempts to address this in 2018. The Student Engagement Officer has continued to develop strong relationships with families to support improved attendance; ensuring that families are supported to enact explicit ways to overcome barriers which reduce attendance. Attendance remains a significant challenge for a number of Partnership Primary Schools on the Bellarine Peninsula. Although the College has committed considerable resources to supporting improved attendance it recognizes that some of the attendance behaviors and habits are embedded before students begin their secondary schooling and can therefore be very difficult to change.

While the average number of absence days in 2018 was 25.6 which is higher than the state mean of 20.6 and remains higher than 'like' schools, there is some positive change in attendance rates with attendance improving by 1% at year 8, 2% at year 9, 3% at year 10, 3% at year 11 and 1% at year 12. The attendance rate at Year 7 in 2018 was 90%, the same as was recorded in 2017.

The College has actively sought support from the DET Regional School Attendance Officer who has worked closely with the College's Student Engagement Officer to engage the families of students whose attendance has been of concern. This has achieved brought some positive outcomes for some of these students in the form of alternative pathways, for some students. Active promotion of the importance of regular attendance and partnerships with community health program providers offers some hope that the continued efforts in this regard will help support further growth in attendance rates at all year level across the College in 2019.

The College continues to invest significant resources into Operation Newstart as well as school-based initiatives such as Hand On Learning and Ready, Set, Work to maintain the active connection of students with learning and with the College.

Student retention in 2018 reflecting the percentage of year 7 students who remain at the school through to year 10 was 70.8% which is lower than both the state median and the 4 year school average of 76.9%. It was, nonetheless, at a similar level to like schools.

The percentage of students exiting from years 10 to 12 to enter further studies or full-time employment at 89.1% in 2018 was similar to like schools, lower than the state median, but greater than the school 4 year average (86.1%).

Wellbeing

The percent endorsement of student's Sense of Connectedness (51.1%) as measured by the Attitude to School Survey of students years 7-12 places the College at a level similar to like schools, but below the state median of 53.1% and below the two year average of 53.8%. The continued growth in the College House System, including changes to the House Leader structure on the Senior Campus provides an opportunity to address the decline seen in the sense of connectedness in 2018.

The review of the Home Group program and structure in 2019 provides an opportunity to explore how student connectedness can be enhanced.

The percentage endorsement on the Management of Bullying factor in (2018; 56.2%) was lower than the two year average (59.0) and lower than the state median (56.7%). It was similar to like schools.

A review of the College Student Management processes and the further development of the School-Wide Positive Behavior Support program and Respectful relationships program under the banner of 'Respectful

Behaviors' provides an opportunity to redress this.

Financial performance and position

Bellarine Secondary College finished 2018 in a net operating surplus of \$275,628.

Student numbers continued to increase in 2018 with a further 80 students across the college. The increase in student numbers brings a proportional increase in the Student Resource Package at a rate of \$8624.00 per student.

The increase in the student numbers also brings a greater provision need with an increased number of classes required within the College learning program. This brings with it an increase in staffing costs (in the form of staffing credit) and an increase in expenditure to support the increased program needs. The

There was a considerable increase to locally paid employees with the introduction of the Professional Practice Days. This was funded, in part, by the equity funding which continues to ensure we can employ staff to promote growth in areas of particular need and resource our literacy and numeracy programs (which are both a state wide and College priority).

Utilities continue to climb, exacerbated by the multi campus. During 2019 the College aims to look at ways in which we can reduce these costs in particular with the use of solar.

2018 saw the end of the building works that began in 2017. The works were not completed until much later in the year than expected leaving a number of projects that the school will be funding during 2019. This explains the significant increase in financial commitments against buildings / assets and equipment and an increase in expenditure during 2018 in these areas.

For more detailed information regarding our school please visit our website at




<https://www.bellarinesc.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 Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

School Profile

Enrolment Profile

A total of 1230 students were enrolled at this school in 2018, 552 female and 678 male.

1 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

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



Parent Satisfaction Summary

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

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






School Staff Survey


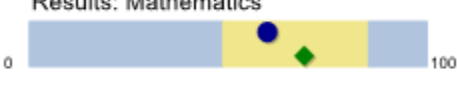


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years 7 to 10 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

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

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













Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p>Victorian Certificate of Education (VCE)</p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2018</p> <p>Results: 2015 - 2018 (4-year average)</p>	<p>● Lower</p> <p>● Lower</p>
<p>Students in 2018 who satisfactorily completed their VCE: 98% Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 58% VET units of competence satisfactorily completed in 2018: 67% Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 78%</p>		

Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison 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="544 936 1002 1030"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>90 %</td> <td>87 %</td> <td>84 %</td> <td>85 %</td> <td>89 %</td> <td>87 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	90 %	87 %	84 %	85 %	89 %	87 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Lower</p> <p> Lower</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
90 %	87 %	84 %	85 %	89 %	87 %									
<p>Student Retention</p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												
<p>Exit Destinations</p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p>Results: 2018</p>  <p>Results: 2015 - 2018 (4-year average)</p> 	<p> Similar</p> <p> Similar</p>												

Performance Summary

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

Wellbeing	Student Outcomes	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> Similar</p> <p> Similar</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> Similar</p> <p> Similar</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	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$11,808,446	High Yield Investment Account	\$11,074
Government Provided DET Grants	\$2,157,217	Official Account	\$336,894
Government Grants Commonwealth	\$1,950	Other Accounts	\$901,848
Government Grants State	\$138,347	Total Funds Available	\$1,249,816
Revenue Other	\$91,268		
Locally Raised Funds	\$1,412,370		
Capital Grants	\$5,000		
Total Operating Revenue	\$15,614,599		
Equity¹			
Equity (Social Disadvantage)	\$263,656		
Equity (Catch Up)	\$74,587		
Equity Total	\$338,243		
Expenditure		Financial Commitments	
Student Resource Package ²	\$11,614,512	Operating Reserve	\$585,158
Books & Publications	\$14,999	Other Recurrent Expenditure	\$27
Communication Costs	\$62,797	Funds Received in Advance	\$241,888
Consumables	\$316,019	School Based Programs	\$73,997
Miscellaneous Expense ³	\$1,030,782	Funds for Committees/Shared Arrangements	\$110,432
Professional Development	\$45,249	Asset/Equipment Replacement < 12 months	\$46,556
Property and Equipment Services	\$1,302,788	Capital - Buildings/Grounds < 12 months	\$74,188
Salaries & Allowances ⁴	\$635,338	Asset/Equipment Replacement > 12 months	\$76,857
Trading & Fundraising	\$142,188	Maintenance - Buildings/Grounds > 12 months	\$70,428
Travel & Subsistence	\$7,201	Total Financial Commitments	\$1,279,531
Utilities	\$162,099		
Total Operating Expenditure	\$15,333,971		
Net Operating Surplus/-Deficit	\$280,628		
Asset Acquisitions	\$12,534		

- (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)

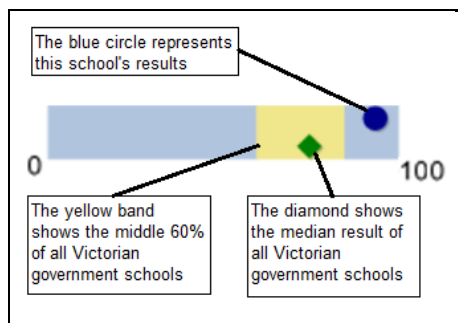
Engagement

- 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).

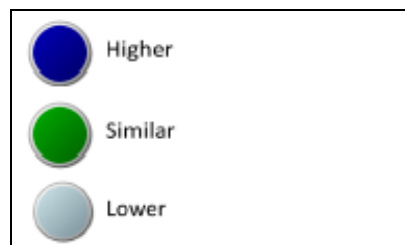


What does *School Comparison* refer to?

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').