2019 Annual Report to The School Community

School Name: Traralgon College (8803)

- 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 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 05 June 2020 at 11:56 AM by Michael Shone (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 05 June 2020 at 02:18 PM by Ricky Howard (School Council President)

About Our School

School context

At Traralgon College we are focused on achieving our purpose of "Growing together as adaptable, confident, successful learners and citizens". This is supported by a well-developed vision which describes what our students will do, how our staff work, individually and in teams, and how our leaders work. Our college is focused on working in teams and we believe in these teams taking collective accountability for the learning, wellbeing and pathways of our students.

Our college values which we believe support the achievement of our purpose and vision are:

· Respect for self, others and our environment,
· Responsibility to strive for success,
· Resilience to take on new challenges.

Traralgon College is the sole government secondary provider in Traralgon, situated at the eastern end of the Latrobe Valley in Gippsland. The college has an enrolment of 1064 students with slightly over half of these at our Junior Campus (Years 7–9) and just under half at the Senior Campus (Years 10-12). Our two campuses are approximately 4 km apart. Our ambition is to be the 'school of choic'e for students and parents in Traralgon. We are also creating a destination for teachers and leaders to develop their practice within a dynamic, professionally challenging, stimulating and rewarding environment. Our community is a relatively diverse community in socioeconomic terms, drawing on students from Traralgon as well as the surrounding smaller towns. We cater for many students from disadvantaged families as well as those from better off situations. Our current School Family Occupation and Education Index (SFOE) is 0.5128.

Our curriculum is planned using the Understanding by Design framework and we are focused on supporting student growth through inquiry learning and a positive and supportive learning culture. We emphasize the need to plan for deep learning and to plan for and teach the learning behaviors we look for in our students. The college's Positive Behavior Support program is developing and has had a positive impact on our learning environment. The college offers a curriculum which progresses from a core curriculum at Year 7 to a core with electives at Years 8, 9 & 10 and an extensive VCE and VCAL program with VET options at Years 11 and 12. At our Junior Campus in particular we are moving towards a 'Studies of Asia' focus and building a Chinese language program. We offer a range of extra-curricular programs similar to most other larger secondary colleges as well as international travel opportunities with our sister school in China and also through programs such as School for Student Leadership, Victorian Young Leaders to China, Victorian Young Leaders to India and World Challenge. We also offer an award winning Wakakirri program that is a true college-wide collaboration.

The college provides a comprehensive and inclusive curriculum with a range of pathways to meet the interests and needs of a wide variety of students. Literacy, numeracy and ICT are integrated into the teaching and learning program, and a wide range of VCE and VET studies are offered to our senior students, including VCAL provision, access to School Based Apprenticeships and access to Head Start Traineeships and Apprenticeships. We support students who are at risk of disengagement with a Hands on Learning program at the Junior Campus and with alternative programs at Years 8, 9 and Year 10. We have a 1:1 laptop program for all students to support independent and differentiated learning, flipped classrooms, inquiry based approaches to learning and the general application of ICT in learning.

The college is led by a Principal team with a College Principal across both campuses, an Adult Learning and Pedagogy Principal across both campuses, a Campus Principal at each campus and an Assistant Principal at the Junior Campus. Together with the leading teachers they form the college and campus leadership teams. Staff employed at Traralgon College are employed on a college basis and may from time to time be transferred from one campus to the other in line with the college's needs.

Framework for Improving Student Outcomes (FISO)

In 2019, the College's AIP focused on implementation of Key Improvement Strategies related to the FISO dimensions of:
- Building practice excellence through the implementation of our instructional model
- Empowering students and building school pride through a college attendance plan and a focus on activating student voice, agency and leadership
- Building communities through greater online presence and stronger relationships with our feeder primary schools
- Building leadership teams through the creation of team charters and professional learning for leaders

Regarding building practice excellence, we introduced a professional learning plan to support improvement in teacher practice. Key to this was a program of 'learning stream' professional learning workshops for all teachers focused on the development of capacity to understand and implement our instructional model. These workshops were in addition to compulsory meetings. Teachers voluntarily opted in to a series of professional learning sessions in which they gained new knowledge, implemented a change, shared data on the outcome of their work and used feedback from colleagues to refine and improve their practice. Changes in practice was supported through the targeted use of pivot student survey which provided teachers with specific feedback on their performance from their students.

Regarding empowering students and building school pride, a key focus of the college attendance plan was the use of data walls in cohort teams to focus on attendance and its impact on engagement in learning. These walls enhanced teachers' and support staffs' capacity to intervene in relation to attendance and engagement in learning in a targeted and timely fashion. Student Voice Teams and Student Actions Teams were introduced at both campuses, enabling students to impact decisions and directions regarding changes in the school. A new student leadership structure was developed to reflect the priorities of students and provide greater clarity and accountability for each student leader and their role.

Regarding building communities, we introduced the role of digital publisher in each cohort team to increase online presence. We also increased our active role in our Communities of Practice group with local feeder primary schools to increase Traralgon College understanding of the learning programs and cultures in our feeder primary schools. At the Senior Campus we established the Head Start school based traineeship and apprenticeship program to provide a greater range of pathways for our senior students. We also increased publicity and broadened the range of opportunities for our community members to be in our school through the VCAL markets, Wakakirri, welcome events, VCE parent forums and compulsory course counselling.

Regarding building leadership teams, we supported all team leaders to co-create Team Charters which aligned the purpose, goals and actions of all teams with our AIP. We created the structures that enabled staff led school improvement teams to influence and have a voice in key strategic decisions around school improvement and supported their work with staff in analyzing and responding to data on school culture. Through our College Leadership Team we delivered high quality professional learning for leaders on leading effective improvement in schools and the importance of high functioning teams.

Achievement

In relation to student learning goals, the highlights were:
- Naplan relative growth in writing: 14% increase in high growth, 4% increase in medium growth, 17% decrease in low growth compared to 2018. Above state benchmark in high relative growth.
- Percentage of VCE completions: 97% which is the highest it has been for more than 5 years.
- VCE outcomes: highest mean all study score (28.9) and highest number of students with study score of 40 or more in over 5 years, improvement of 2 study score points in mean English study score from 2017/2018 average, improvement of 5 study score points in mean Further Mathematics study score from 2017/2018 average, increase percentage of students in middle two bands (study score 20-37) of 10% and decrease of students in bottom band (study score <20) of 10%.
- VCAL completion rates: maintained percentage of senior completion rates, increased percentage of intermediate completion rates by 36%, decreased percentage of eligible students who did not complete certificate by 32%.

Proposed future directions are:

- Focus on effective teaching of reading and build on effective writing strategies in line with our instructional model to improve overall literacy outcomes for students in Years 7-10 in 2020. Development of a college wide literacy plan that enable learning specialists to build literacy teaching capacity of targeted teachers. The employment of a College Adult Learning and Pedagogy Principal who will lead teacher professional learning and the development of our college literacy plan is a key improvement initiative.
- Improve teaching of numeracy in Years 7-8 in line with our instructional model to achieve goal of 75% students achieve benchmark growth. Target junior maths teachers for coaching, development and support. We will also make strategic decisions around the staffing of junior maths classes.
- Increase number of students who achieve 35+ study score in their VCE subjects. Further develop VCE teachers' capacity to use relevant data and build student exam skills, stamina and technique. We will also utilize external providers to develop students' study skills and revision techniques.

Engagement

In relation to student engagement, the highlights were:
- Enrollments: Increase enrollment of 100 students from 2018 to 2019.
- Percentage of students from four main feeder primary schools: 13.5% increase in percentage of students compared to 2018/2019.
- Attendance: Decrease in average absence days for all Year levels except Year 8 when compared to 2018. Significant decrease in average unapproved absences for all year levels except Year 8 and Year 9.
- Retention: 82% of Year 10 students retained in Year 11 which is 12% higher than 2018 and the highest for 5 years. Increased retention from Year 11 to Year 12 (55%) as compared to previous year.

Proposed future directions are:
- Improve attendance rates and decrease absence rates particularly at Years 8-9. This will be done through modifying design and use of data walls as prompts for intervention on attendance issue. Importance and role of positive attendance will be promoted to parents/carers and the community at all available options. The school will embark on a professional learning program of training new staff in Berry Street Education Model de-escalation and relationship building strategies and in restorative practices and effective student management. Student engagement will also be improved by elevating and prioritizing the role of student voice in school decision making, student agency in learning through developing instructional practices, and the role and visibility of student leaders in the school community.
- Increase retention of Year 7 students who remain at our school through to Year 12 to state benchmark (50%) - focus on retention of students from Years 7-9 and Years 11-12 (below state benchmarks). We aim to achieve this through developing stronger academic programs at Years 7-10 that provide differentiated and challenging learning for all. This will occur through the work of our PLCs as they analyse and develop curriculum and assessment and through teacher development in effective teaching practice.
- Increase percentage of students at university. We will aim to do this by employing an additional careers counselor to increase our capacity to provide thorough advice and support. This additional role will also facilitate extension and integration of the careers education programs and careers testing to Junior Campus students which will enhance our course counselling programs.
- Improve accuracy and process for monitoring exit destinations of students.

Wellbeing

In relation to wellbeing, the highlights were:
- Student Attitudes to School Year 7 improvements on 2018: Stimulated learning (+13%), Respect for diversity (+16%), Student voice and agency (+14%), Teacher concern (+19%)
- Student Attitudes to School Year 10 improvements on 2018: Effective classroom behavior (+5%), Respect for diversity (+9%), Sense of connectedness (+10%), High expectations for success (+9%)
- Student Attitudes to School Year 11 improvements on 2018: Managing bullying (+6%), Respect for diversity (+11%), Teacher concern (+9%)
- Student Attitudes to School Year 12 improvements on 2018: Effective teaching time (+13%), Stimulated learning (+19%), Motivation and interest (+13%), Sense of connectedness (+24%)
- Staff Opinion Survey improvements on 2018: Teaching and learning implementation (+6%), Teaching and learning

planning (+15%), School climate (+5% and highest in 5 years)

Proposed future directions are:
- Focus on improvements in student attitudes to school at junior year levels, particularly at years 8 and 9. We will do this by extending student voice opportunities at these year levels and building teacher capacity to de-escalate through the application of Berry Street practices. Teachers will also be upskilled in applying appropriate restorative approaches and positive classroom management. Improvement in student engagement through teacher learning and application of a more differentiated pedagogy in line with our instructional model is intended to improve student engagement and wellbeing at all year levels. We will also work to reinforce a culture of high expectations by revisiting, improving and building on SOLE processes.
- Improvement in staff health and wellbeing will come as a result of greater distributed leadership and more opportunity to have meaningful say in strategic direction and improvement initiatives. Staff led SIT teams, and a more strategic use of internal advisors process, will provide staff with greater opportunity to be genuinely engaged and empowered in the direction of the school and the decisions made by school leaders. We will also develop and implement a comprehensive staff induction and staff mentoring program in 2020.
- In regards to parent opinion survey we intend to triple the response rate and to look for other ways to seek and act on community feedback, such as at events parents/carers are already attending.

Financial performance and position

The annual surplus in 2018 was able to set Traralgon College in a solid position to enhance Teaching and Learning in 2019.
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 Departmental policies, school council approvals and the intent/purposes for which funding was provided or raised.
$200,000 of these surplus funds have been set aside for the building project that will commence shortly.
The school received the following additional funding:
$80,993 MYLNS Improvement Teachers
$14,287 Maintenance Blitz Ground Allowance
$56,753 Annual Contracts and Essential Safety Measures

For more detailed information regarding our school please visit our website at
https://www.traralsc.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 958 students were enrolled at this school in 2019, 489 female and 469 male.

2 percent were EAL (English as an Additional Language) students and 4 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.

low	low-mid	mid	high

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: ◆ | Key: | Similar School Comparison
 ● Above ● Similar ● Below |

Achievement	Student Outcomes	Similar School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English Results: Mathematics	Similar Similar

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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

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

Performance Summary

Achievement	Student Outcomes	Similar School Comparison

NAPLAN Learning Gain Year 5 - Year 7

Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & 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 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'.

Reading
| 40 % | 48 % | 13 % |
| Low | Medium | High |

Numeracy
| 31 % | 55 % | 15 % |
| Low | Medium | High |

Writing
| 39 % | 43 % | 18 % |
| Low | Medium | High |

Spelling
| 34 % | 55 % | 11 % |
| Low | Medium | High |

Grammar and Punctuation
| 34 % | 46 % | 20 % |
| Low | Medium | High |

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.

| 25% | 50% | 25% |
| Low | Medium | High |

Statewide Distribution of Learning Gain (all domains)

NAPLAN Learning Gain Year 7 - Year 9

Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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 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'.

Reading
| 31 % | 43 % | 25 % |
| Low | Medium | High |

Numeracy
| 35 % | 49 % | 16 % |
| Low | Medium | High |

Writing
| 26 % | 47 % | 27 % |
| Low | Medium | High |

Spelling
| 46 % | 37 % | 17 % |
| Low | Medium | High |

Grammar and Punctuation
| 36 % | 49 % | 15 % |
| Low | Medium | High |

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.

| 25% | 50% | 25% |
| Low | Medium | High |

Statewide Distribution of Learning Gain (all domains)

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.

Results: 2019

0 — 50

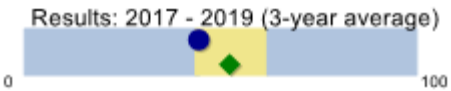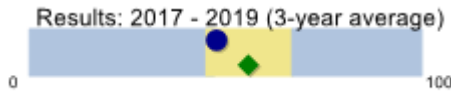Results: 2016 - 2019 (4-year average)

0 — 50

Below ●

Students in 2019 who satisfactorily completed their VCE: 98%
Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: 33%
VET units of competence satisfactorily completed in 2019: 78%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: 81%

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: 🟢

Key: Similar School Comparison
🔵 Above   🔵 Similar   🔵 Below

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **Similar School Comparison** 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.	Results: 2019 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) Few absences <------> Many absences	Above 🟢

Average 2019 attendance rate by year level:		Similar school comparison not available

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
90 %	87 %	89 %	89 %	91 %	93 %

Engagement	Student Outcomes	Similar School Comparison
Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	Results: 2019 Results: 2016 - 2019 (4-year average)	Below 🔵
Exit Destinations Percentage of students from Years 10 to 12 going on to further studies or full-time employment. Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.	Results: 2019 Results: 2016 - 2019 (4-year average)	Similar 🔵

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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 Results: 2017 - 2019 (3-year average)	Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	Results: 2019 Results: 2017 - 2019 (3-year average)	Below

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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		Financial Position as at 31 December, 2019	
Revenue	**Actual**	**Funds Available**	**Actual**
Student Resource Package	$11,592,110	High Yield Investment Account	$252,095
Government Provided DET Grants	$2,038,746	Official Account	$22,691
Government Grants Commonwealth	$156	Other Accounts	$0
Government Grants State	$13,069	**Total Funds Available**	**$274,786**
Revenue Other	$112,961		
Locally Raised Funds	$668,272		
Total Operating Revenue	**$14,425,314**		
Equity[1]			
Equity (Social Disadvantage)	$869,156		
Equity (Catch Up)	$92,443		
Equity Total	**$961,599**		
Expenditure		**Financial Commitments**	
Student Resource Package[2]	$10,951,328	Operating Reserve	$274,786
Books & Publications	$4,825	Other Recurrent Expenditure	$30,771
Communication Costs	$39,523	Provision Accounts	$6,304
Consumables	$374,468	Funds Received in Advance	$74,317
Miscellaneous Expense[3]	$659,350	School Based Programs	$65,862
Professional Development	$59,235	Beneficiary/Memorial Accounts	$7,455
Property and Equipment Services	$734,324	Maintenance - Buildings/Grounds > 12 months	$42,372
Salaries & Allowances[4]	$651,352	**Total Financial Commitments**	**$501,867**
Trading & Fundraising	$84,718		
Travel & Subsistence	$10,172		
Utilities	$173,438		
Total Operating Expenditure	**$13,742,733**		
Net Operating Surplus/-Deficit	**$682,580**		
Asset Acquisitions	**$76,787**		

(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).
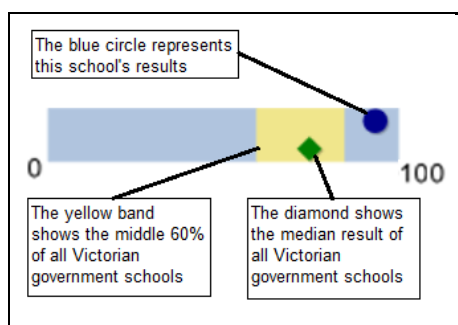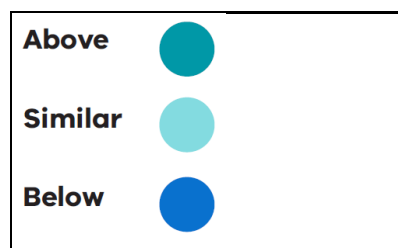

What does *School Comparison* refer to?

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').