

2018 Annual Report to The School Community



School Name: Kinglake Primary School (2188)



- 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 30 April 2019 at 01:24 PM by Deborah Keating
(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 01 May 2019 at 12:00 PM by Simon Sutton (School
Council President)

About Our School

School context

Kinglake Primary School is located in the Kinglake ranges, approximately 60 kilometres north of Melbourne. The 2018 enrolment of 80 is a small drop from previous years. However our enrolments are steadily increasing, currently 80, from 65 in 2014. The school is staffed by a principal, who also teaches, 3 fulltime teachers, 2 part time teachers, 3 part time integration aides, a part time maintenance person and a part time business manager and administration assistant. Specialist subjects include Physical Education, Perceptual Motor Program, Media Art, Visual Art, Drama, Dance, STEM and Italian. Extra curricula programs include Walk to school safely days, Interschool sports program, gardening club, choir, Hooptime Basketball, CSIRO Professionals in School program, Kids Teaching Kids program and Whole School Musical production every second year. Literacy and Numeracy Intervention is also offered to support student learning. Kinglake Primary School is a Respectful Relationships school, providing a mental health program for students and families. We provide a "Nippers" program for pre-schoolers which runs weekly in term 3 and a weekly numeracy based playgroup throughout the year. We provide student support services such as counselling and speech pathology to our students. The "Dob in a do gooder" and "Student of the week" programs run to support our school values of Respect, Resilience, Responsibility, Organisation, Achievement, Cooperation, Friendship and Persistence. Our Out of School Hours Care program includes music, art, craft and sporting activities. Extensive grounds and facilities complement the purpose designed buildings and provide students with significant space for a variety of play and physical activities. The school has an outdoor learning space, Yackatooon which is also reserve for endangered flora and fauna. The school has a "Bushfire Memorial Rotunda" and a "Memorial Garden" which were completed with the support of charitable organisations. This year was the first year a student leadership program was introduced, including school and sports captains, along with Sustainability and Creative arts captains to enhance student advocacy and voice and promote leadership skills in our students. As part of the leadership program, incorporating specialist staff from Elimatta Youth Group students explore and create two leadership projects, one that gives back to the school community and the other that gives back to the wider Kinglake community.

Framework for Improving Student Outcomes (FISO)

In 2018 Kinglake Primary School is focusing on two main FISO goals in, Building practice excellence and Empowering students and building school pride.

Kinglake Primary has 2 key goals to achieve over the duration of this strategic plan;

1. To improve literacy and numeracy outcomes across the school
2. To improve the wellbeing outcomes for students.

The key goals were chosen based on student data and opinion surveys from students, staff and parents.

Both goals are vital in achieving whole school goals of high expectations for all students.

Based on current NAPLAN, on-demand and teacher judgement there is room to grow student performance and increase student outcomes across literacy and numeracy. In achieving this goal, improvement to teacher practice, a robust feedback system and professional learning agenda is important. To achieve this goal over the four year lifespan of the strategic plan, key improvements such as a regular and targeted peer observation and feedback, identify and implement high impact teaching strategies (HITS), a targeted professional development plan, including Professional Learning Teams, the creation of a Strategic Improvement Team (SIT), continued use of data collection and data literacy practices and the implementation of practices in-line with KPS instructional models for literacy and numeracy will be prioritised.

Based on student, parent and staff opinion surveys the wellbeing of our students is also a key goal. Students are concerned about student safety, bullying and teasing culture and respect for teachers and peers. To achieve this goal over the four year lifespan of the strategic plan, key improvements such as a review of student leadership, investigate and implement a whole school student wellbeing program and review and revise behaviour management systems.

Excellence in teaching and learning, building practice excellence has been identified as a key initiative that the staff of Kinglake Primary School will focus on as a priority. High-performing schools are learning organisations that recognise the importance of working together to achieve their collective purpose of learning for all. To do this, schools develop a collaborative approach to professional learning, with the collective sharing of skills, expertise and experience resulting in richer and more sustainable opportunities for school transformation. At Kinglake Primary School we are committed to continual improvement in teacher practice, that will result in quality and effective teacher practice in the classroom. Our motto is “Together we achieve” and this is especially true when we work together with community, industry members to enhance our school as a place of learning, goal setting and self-improvement for all. Ongoing professional learning is critical to becoming an expert teacher, with the most effective development being long in duration, ongoing, within school and involving a variety of activities. The most important aspect of professional learning is bringing all activities back to student outcomes. Staff will focus on developing plans, curriculum delivery, providing on-going feedback, building their collegial and collaborative interaction and developing effective team sharing of practice, advice and expertise to ensure learning at KPS is targeted, individual and effective. Special focus will be on further developing our newly integrated writing program, The Big Write. This year Kinglake Primary implemented a new hands on mathematics program, Top Ten to lift student outcomes. Top Ten was a result of changes in practice, program and teacher practice that resulted from the year long course, Leading Mathematics attended by the Principal and Numeracy leader in 2017.

Professional leadership, building leadership teams has been a focus for Kinglake Primary School. Schools strengthen their succession planning, develop the capabilities of their leadership teams in using evidence and proven coaching and feedback methods, build a culture that is focused on improvement, and strengthen the induction of new teachers into the professional learning culture of their school. Effective leaders set high expectations and organise the school around supporting the goal of student achievement. This includes determining what teaching expertise and resources are needed to achieve student learning goals and sourcing and allocating them accordingly. Staff use data to plan for learning needs of students – reflected in planning. Staff attend network meetings in teams of junior, middle and senior areas for mentoring, shared collaboration across local schools in the area and to learn from each other. The school is committed to developing a whole school approach to teaching and learning which includes staff professional learning in protocols of teaching, regular reflection on own practice and professional learning needs, developing clear and effective planning documents built around feedback from student data, and develop professional learning teams to increase student learning outcomes.

Empowering students and building school pride was a large focus in 2017 due to poor responses in the student opinion survey around relationships amongst students. The school focused on becoming a Partner School in the DET Respectful Relationship program, training staff and teaching a respectful relationships program. This program focused on building respect in all relationships between students, staff and parents. It focused on building skills in resilience and communication. This Respectful Relationship Program, along with a revision and amalgamation of our school values, introducing the Quote of Week and empowering students through our new Leadership program was instrumental in completely turning around the results of the Student Opinion Survey, recording 0% in bullying and a 38% improvement in opinion on how the school manages bullying issues. Also resulting in improvements in attendance, classroom behaviour management, learning confidence and resilience. Our SRC attended it's first regional SRC forum to meet with other school SRC to discuss, learn, share ideas and formulate a plan for 2019. Our leadership program was pivotal in providing opportunity for students to not only be leaders but to actively do leadership both within the school and wide Kinglake community. This had a renewed approach to leadership, it's value within the school and it's purpose. Our achievements in this area this year have been outstanding, achieving most of our 4 year SSP targets within the first year.

Achievement

Our students performance this year have been very pleasing, with a clear shift "above" or "at level" that of the Victorian median in Literacy and Numeracy. We have excellent NAPLAN results, with all areas except Grade 5 Spelling and Grade 5 writing being anywhere between 7- 57 points above the State average. With great gains in NAPLAN numeracy data, both grade 3 and 5 pushing above state average (grade 3 - 35 points and grade 5 - 7

points above the state average), reflective of the excellent and informative review of numeracy in 2017 and implementation of the new TopTen hands on numeracy learning program and work around student growth mindset work.

Relative Growth data also showed excellent gains in student outcomes and learning through improved teacher practice.

- Writing - 85.7% of students showed medium to high growth
- Spelling - 85.7% of students showing medium to high growth
- Reading - 100% of students showing medium to high growth (61.5% showing high growth)
- Numeracy - 78.6% of students showing medium to high growth (35.7% showing high growth)
- Grammar and Punctuation - 71.4% of students showing medium to high growth

The school is aiming to improve our student level of achievement through:

- A strong commitment by staff to deliver a comprehensive curriculum that is in line with the Victorian Curriculum expectations.
- The administering of extensive assessment of each student and incorporated into teacher planning and lesson development.
- The incorporation of a new Spelling (Soundwaves), Numeracy (Top Ten) and Writing program, The Big Write.
- The ongoing monitoring of each child's learning needs including individual learning plans for students at risk.
- The commitment by staff to work together productively as a team with shared goals to achieve the best possible outcomes for our students.
- The strategic endeavour of all staff to professionally develop their skills and share their expertise with others in a supportive environment.
- A strong commitment to engaging and supporting parental involvement within the school, including receiving feedback.
- Mathematics and English results based on teacher judgement of student achievement are above or comparative to the median of all Victorian government primary year levels.

Engagement

Our strengths, are focused around improvement in student and family engagement and building positive relationships and student resilience by:

- implementation of Respectful Relationships program to improve student wellbeing and mental health.
- Greater teacher/parent communication through newsletters, new student lead newspaper (Possum Press) information evenings, family days, introduction of Skoolbag App, letters and phone calls home.
- Implementation of “Dob in a do gooder” and “Student of the Week” program and student behaviour reflection sheets to reinforce our school values.
- Increased student involvement in decision making, through our Junior School Council, student surveys and the student run, weekly assembly.
- Special evenings, such as Twilight sport, Grand parents Day, Family maths night and school production were held at school throughout the year to celebrate learning and involve the wider community.
- Provision of a clinical psychologist to assist students experiencing emotional difficulties.

Our student attendance records are tracking well against the Victorian median after a strong emphasis on the importance of attendance to school and accurately recording absenteeism types.

Wellbeing

The Key improvement strategies were to :

- Implement processes to better assess students entering school.
- Review communication methods used for both current and prospective parents to see how they could be improved.
- Improving student voice through survey and SRC involvement.

- Embark on implementation of the Respectful Relationships program
- Create and introduce a Student Leadership program

These areas were addressed through:

- Implementation of Grade 6 Transition program with involvement from Student Support Services Officer.
- Development and implementation of Kinglake Nippers program and the successful trial of the numeracy playgroup (Mini-mathematicians) for pre-schooler children to engage them with the school environment.
- Implementation of Kinder to Prep transition program including the development of the "Kinglake Primary School" book for preschoolers.
- Parent information booklet updated and made available to all parents.
- Implementation of Respectful Relationships program.
- implementation of resilience program for students in response to a low Students Attitudes to School – Connectedness to School result.
- creation and implementation of a student leadership policy and program. Working in conjunction with Elimatta youth Services to support the introduction and learning of leadership skills and production of an external Kinglake community project, incorporating the Kinglake Landcare group.

For more detailed information regarding our school please visit our website at www.kinglakeps.vic.edu.au

Financial performance and position

Financial performance and position commentary

In 2018 Kinglake Primary received \$11,761 in Equity funding which was used to resource students with learning difficulties and students that were at risk. The majority of this funding went to the salary of an intervention teacher and resources such as student book and intervention resources to support at risk students.

Our greatest investment remains in quality staff and salaries. Ensuring a robust Professional Development has also been a big part of expenditure, as we improve teacher practice from internal and external learning sources. A huge financial focus was invested into OH&S in 2018 to improve services, quality of workplace facilities, update policies and implement safe work procedures. This resulted in the overwhelming success in passing our external OH&S audit.

At the end of 2018, Kinglake Primary is in a good financial situation (total funds available \$127,506) to manage and achieve the goals set to take it into the future and become the best learning environment it can be, achieving high expectations and results for student learning.

Performance Summary

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

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

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 80 students were enrolled at this school in 2018, 38 female and 42 male.</p> <p>0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

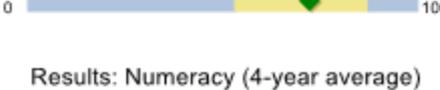
Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> Similar</p> <p> Similar</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Higher</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38%</td> <td>62%</td> <td></td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>43%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>86%</td> <td></td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>64%</td> <td>21%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>21%</td> <td>50%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	38%	62%		Numeracy	21%	43%	36%	Writing	14%	86%		Spelling	14%	64%	21%	Grammar and Punctuation	29%	21%	50%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary 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="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>88 %</td> <td>92 %</td> <td>94 %</td> <td>89 %</td> <td>93 %</td> <td>89 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	88 %	92 %	94 %	89 %	93 %	89 %	91 %	<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> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
88 %	92 %	94 %	89 %	93 %	89 %	91 %										

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary 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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</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	\$840,878	High Yield Investment Account	\$60,974
Government Provided DET Grants	\$129,431	Official Account	\$7,142
Government Grants Commonwealth	\$32,551	Other Accounts	\$59,391
Government Grants State	\$1,240	Total Funds Available	\$127,506
Revenue Other	\$2,579		
Locally Raised Funds	\$67,667		
Total Operating Revenue	\$1,074,346		
Equity¹			
Equity (Social Disadvantage)	\$11,761		
Equity Total	\$11,761		
Expenditure		Financial Commitments	
Student Resource Package ²	\$790,669	Operating Reserve	\$35,686
Books & Publications	\$117	Total Financial Commitments	\$35,686
Communication Costs	\$1,844		
Consumables	\$27,968		
Miscellaneous Expense ³	\$44,031		
Professional Development	\$7,075		
Property and Equipment Services	\$63,011		
Salaries & Allowances ⁴	\$68,205		
Trading & Fundraising	\$10,667		
Utilities	\$12,448		
Total Operating Expenditure	\$1,026,035		
Net Operating Surplus/-Deficit	\$48,311		
Asset Acquisitions	\$0		

- (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).

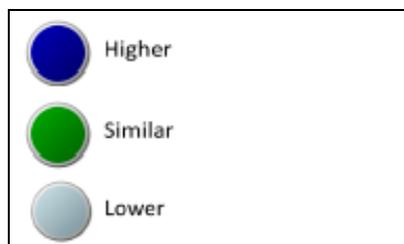


What does *School Comparison* refer to?

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').