

2019 Annual Report to The School Community



School Name: Dimboola Primary School (1372)



- 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 10 March 2020 at 06:17 PM by Greg Sampson (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 06 November 2020 at 05:36 PM by Russell Hunter (School Council President)

About Our School

School context

We strive to empower our students to reach their potential and live by our school values in a safe and inclusive environment. Dimboola Primary School has been on its present site since 1875 and continues to be an integral part of the Dimboola and district communities. It is the only government primary school in the town of approximately 1,500 people situated in the West Wimmera region on the main Adelaide to Melbourne road and rail link. Dimboola has a very strong community spirit that is proud of its social, sporting and cultural achievements. Dimboola's economy is predominantly rural with wheat and sheep but the local railways, local hospital and milling companies also provide employment for the township.

There is a strong emphasis on learning partnerships in the school. The parents at Dimboola Primary School are encouraged to be actively involved in their child's "learning journey". Parents and caregivers play a key role in the education of their children and we believe that students achieve their potential when there is a strong partnership between all stakeholders – child, teacher and parent. Teacher/Student/Parent interviews are held three times per year to celebrate learning achievement and set goals for the future.

In 2019 the school had 5 grades with a total of 103 students. The class structure was Prep/1, Year 1/2, Year 2/3 and two Year 4/5/6 classes.

Of our students, 30% travelled to school on one of the 4 buses from the surrounding areas of Pimpinio, Wallup, Gerang Gerang and Antwerp. 10% students were of Aboriginal or Torres Strait Islander origins and one student received funding from the Program for Students with Disabilities.

The buildings are in three sections with the Administration block dating back to the 1880s, a Light Timber Construction building from the 1970's housing the Prep/1, Year 1/2, 2/3 and Art Room. The Year 4/5/6 and 4/5/6 class are located in the modular building. Building works commenced in 2018 resulting from funding under the capital works and emergency works funding programs. The total funding for the project was \$973 000. This has resulted in works being undertaken on the LTC building and administration areas. The works have now been completed resulting in:

- * two classrooms being expanded to encompass the corridor,
- * new toilets,
- * refurbished office space,
- * relocation of the first aid room,
- * improved storage,
- * expansion to the staff/meeting room,
- * expansion to the library and teacher resource room
- * extension of the canteen
- * decking outside the LTC building.

The grounds are spacious and well maintained with plenty of shade, grassed areas and play areas. We collect the rainwater and this is used for watering the main oval.

In 2019 our staffing profile comprised five classroom teachers, one of which is a Learning Specialist; one specialist art/science teacher, four Educational Support Staff (two part-time) and a Principal reflecting a range of experience from a recently graduated teacher to teachers with over 20 years of experience. There continues to be a strong focus on Collegiate Coaching between staff members that provides planning, feedback and direction to strive for better outcomes for our students. In 2019, we began a journey of modifying the CAFE reading approach to place a greater emphasis on reading comprehension. Teachers in the upper years delved deeper with their students to ask students to infer and make predictions on what had happened in the material they were reading. Teachers began planning in five week cycles knowing where they wanted their children to be at the end of the five week teaching cycle. Reading assessments were completed using a range of standardised teaching material and this was used to determine strengths and opportunities of the students in their care. Student learning growth is celebrated. ICT is strongly

promoted through the acquisition of notebooks, iPads, a videoconferencing unit and interactive whiteboards for each room so that our students gain the confidence and skills to further their knowledge and abilities ready for the digital age.

Our student welfare utilises the Respectful Relationships Program, a Restorative Practice approach to student indiscretion, Circle Time and the promotion of our school values to embed a strong school culture.

The school has strong connections with the Secondary College sharing facilities and professional development days as well as providing teaching and learning occasions for both sets of students through school visits. As a part of the West Wimmera School Sports Association (WWSSA) we provide sporting events against other schools and the chance to go on to district, regional and state level in a range of events from swimming, athletics, cross country and the winter lightning premierships.

The School Council and Parents Club are very supportive of the school and assist staff with camps, excursions, special days, BBQs, sporting events, school fundraising, concerts, fetes, canteen, uniforms, working bees and cultural performances. There are strong partnerships with local art organisations to facilitate involvement in festivals.

Framework for Improving Student Outcomes (FISO)

Our focus in FISO continues to be on Excellence in Teaching and Learning. During 2019, we modified our approach to the teaching of reading. There was a heavier focus on inferential comprehension and teachers began planning in five week cycles. Seven Steps for Writing Success was used to foster writing and Soundwaves was used to improve spelling skills. Staff used Essential Assessments in Mathematics for pre and post testing in mathematics to determine areas of need for student learning. Planning and assessment were done collaboratively for maximum impact. In 2019, our results in reading showed there was a high percentage of students in Year Five showing medium growth in NAPLAN testing when tracked from their Year Three results in 2017. As a result of this we continue to be engaged in communities of practice to further enhance our reading teaching, we have continued to collect data and analyse this more regularly. We will continue to develop teaching skills and plan collaboratively in the areas of Reading, Sound Waves Spelling, Seven Steps to Writing Success and have continued to utilise Essential Assessments for Pre and Post testing in Mathematics. Student voice will continue to be enhanced through Junior School Council, Teacher/Student/Parent Interviews and conducting student surveys.

Positive Climate for Learning was another area of focus, we continued to develop a culture of high expectations and provided students, staff and parents with a safe and supportive learning environment. Evidence of this was demonstrated in our wonderful outcomes from the student survey data (89% endorsement of the management of bullying and 95% endorsement for the student's sense of connectedness). This was further expressed in the parent opinion surveys with 92% of parents responded that Dimboola Primary School provided a stimulating learning environment.

Achievement

In analysing NAPLAN data in 2019 we can see 58% of Year Three students in the top three bands in reading (state median of 76.5%), 66% of students were in the top three bands in numeracy (state median of 67.7%). In Year Five, 63.6% of students were in the top three bands in reading (state median 67.6%) and 81.8% of students performed in the top three bands in numeracy (state median 59.3%). It is important to note the volatility of results due to the small cohort sizes in Year Three and Year Five.

Students in NAPLAN are also tracked to see how much learning growth they have shown from Year Three to Year Five. Individual student performance is looked at with a fine lens comparing their results from 2017 with their results from 2019. The student growth is grouped into low, medium and high ranges. In the best scenario a high proportion of students would record high and medium growth. 73% of our students showed medium growth in reading (there were no students who demonstrated high growth), 64% recording medium or high growth in numeracy, 81% recording medium or high growth in writing. The results for spelling (72% medium or high growth) and grammar and punctuation (63% of

students showed medium or high growth).

In response to this information, the school will collect and analyse data more regularly. Professional Learning Team Meetings will involve far greater discussion around students who are not making growth particularly in reading and teachers collaboratively coming up with strategies to drive improvement. Mrs Gove, Miss McDonald and Mr Sampson will be involved in Communities of Practice to review our current reading practices. Teachers are planning five weekly cycles using strengths and opportunities from Fountas and Pinnell Benchmarking, NAPLAN data and class reading conferences. Pitchpoints, learning intentions and success criteria are planned using the South West Region Data Analysis Tool. Weekly class focus and guided reading sessions are targeted to key reading strategies. We will also provide staff with information about what is best practice from regional experts. The Senior Education Improvement Leader, Dr Joanna Day will also be involved in "walk throughs" to monitor teaching and learning. Progress will be assessed on a five week cycle with reports being made to the SEIL and region.

In 2019 we worked hard on the moderation of student writing in order to develop a better staff understanding of analysing student writing. We used writing samples during staff meetings to judge student writing. These pieces of writing were marked compared with the Victorian Curriculum. Teachers were more clearly able to analyse the relative strengths and weaknesses of student writing, providing feedback for improvement. We then compared our marking with student outcomes in NAPLAN writing. The consistency of judgement in Year Three between teacher judgement and NAPLAN was very high with a 68% correlation, even more pleasingly at Year Five this was 82%.

Engagement

In 2019 we continued to work on attendance, in order for students to learn they need to be at school. In 2019 the average number of days absent was 17.8. This was a disappointing result and may have resulted from the use of the new electronic roll marking platform where staff were still coming to terms with its use. In 2018, it was 13.3 days per student, 15.93 in 2017, 14.81 in 2015 and 14.81 in 2015. Strategies employed in 2019 include the use of electronic marking systems, automated text messaging to parents of unexplained absences, awarding of certificates to the students with attendance better than 95% per term and weekly class attendance certificates. Parents of students with poor attendance are contacted to discuss collaboratively come up with strategies. Unfortunately there are some individual students whose poor attendance impacts on our overall results (11 students had 30+ days of absence during 2018!). The importance of being at school cannot be understated - if the 34% of students who had between 10 - 19.5 days of absence could be reduced this would impact markedly on this overall result and would have a significant impact on their educational outcomes.

Wellbeing

Our student attitudes to school results for 2019 were strong. 94.6% of students felt that they were connected to their peers and the school (81.6% median for the state). 88.9% of students endorsed our management of bullying. While these results are highly pleasing we continue to strive for the best outcomes for student well being. Dimboola Primary School will continue to survey students about bullying on a questionnaire independent of the Department one. This allows the school to track students who may be feeling alienated or to identify the names of individuals who may be bullying others. It is also important to understand the definition of bullying being "a deliberate act done by someone more powerful than you on repeated occasions". Effective teaching was also rated highly by students on the Years Four to Six student attitudes to school survey with responses of over 90% in all domains - effective teaching time, differentiated learning challenge, stimulated learning and classroom behaviour. Students considered the teacher student relationships to be very strong with 99% of students saying that their teacher had high expectations for success, 92% of students said their teacher showed concern for them.

Student well being continues to be a focus. If students are not feeling safe, learning can be difficult. In 2019, Dimboola Primary School continued to promote a positive learning environment. We consider student voice and agency key factors in students feeling embraced and we provide lots of opportunities for students to undertake leadership opportunities. Positions include School Captain, School Vice Captain, House Captain and Junior School Council representatives. Students in positions of leadership run assemblies, perform functions including attending ANZAC Day Ceremonies and host visitors. In 2020, students with leadership positions are expected to model our school values and

identify students who display these and present these students with certificates at assembly.

Parent satisfaction, according to the parent opinion survey, indicated outstanding results. 88% of parents indicated that there was a high expectation for success, 100% felt that their child received extra help in learning when needed and 92% felt that there was a stimulating learning environment. 100% of respondents reported that teachers were enthusiastic and positive about teaching. 94% of parents indicated that students felt safe at school and positively endorsed the management of bullying (this compares favourably with similar schools who recorded an 84% endorsement).

The staff opinion survey results indicated a general trend upwards in responses - 100% of staff trusted their colleagues and believed that there was a collective responsibility for student outcomes. 89% of staff had positive responses for the school climate (this was up from 75% in 2018). The state percentile for this was 79.

Financial performance and position

In 2019, Dimboola Primary School maintained a sound financial position. At the end of 2019, Dimboola Primary School recorded a surplus of \$36 090. This occurred largely due to prudent use of school funds and funding was directed based around our strategic plan and our annual implementation plan. Equity funding of \$90 074 (funding provided to our school due to the economic conditions occurring within the school - this is based around the enrolment information completed by families eg. if a parent is unemployed we receive more funding, parent's level of education category eg. if a parent had attended university we would receive less funding if they didn't complete secondary education we would receive more funding) allowed for the employment of staff to run intervention programs such as QuickSmart Numeracy and Literacy intervention. Students were selected in these programs based around their performances in standardised testing along with conversations with teaching staff. Locally raised funds were collected through school fees (largely used to pay for stationery, internet subscriptions and photocopying materials), the school fete, "Ladies Night In" and the running of the school canteen (although this is not designed to be a profit making facility). In 2020 we will run with a deficit, this strategic decision was made in order to reduce class sizes and provide flexibility for future enrolments during the year. It is hoped that this decision will directly impact upon student learning outcomes.

For more detailed information regarding our school please visit our website at
<http://www.dimboolaps.vic.edu.au/>

Performance Summary

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

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

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

SCHOOL PROFILE

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

Enrolment Profile

A total of 103 students were enrolled at this school in 2019, 54 female and 49 male.

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

Overall Socio-Economic Profile

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

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

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

Parent Satisfaction Summary

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

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	96.5	85.8	79.2	92.0

School Staff Survey

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

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

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	88.9	79.5	68.5	87.9

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

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

ACHIEVEMENT

Teacher Judgement of student achievement

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

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	83.0	89.7	81.7	95.0	Below
Mathematics	71.9	90.3	81.8	95.8	Below

NAPLAN Year 3 and Year 5

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

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

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

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	58.3	76.5	60.0	90.0	Below
Year 3	Numeracy (latest year)	66.7	67.7	50.0	84.6	Similar
Year 5	Reading (latest year)	63.6	67.6	50.0	83.1	Similar
Year 5	Numeracy (latest year)	81.8	59.3	41.2	76.4	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	70.2	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	63.2	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	59.4	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	59.4	56.3	40.7	71.7	-

NAPLAN Learning Gain

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

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

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

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

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	27.3	72.7	0.0
Numeracy	36.4	54.5	9.1
Writing	18.2	72.7	9.1
Spelling	27.3	36.4	36.4
Grammar and Punctuation	36.4	54.5	9.1

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records more absences than expected.

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

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	17.8	16.3	13.9	19.4	Similar
Average number of absence days (4 year average)	15.6	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	95	91	93	92	92	88	89

WELLBEING

Student Attitudes to School – Sense of Connectedness

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

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

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	94.6	80.9	71.8	88.9	Above
Percent endorsement (3 year average)	86.7	81.4	73.9	88.1	-

Student Attitudes to School – Management of Bullying

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

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

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	88.9	81.6	72.2	90.0	Above
Percent endorsement (3 year average)	83.9	81.7	74.4	89.1	-

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$991,541
Government Provided DET Grants	\$196,308
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$4,848
Locally Raised Funds	\$59,107
Capital Grants	\$16,460
Total Operating Revenue	\$1,268,264

Equity ¹	Actual
Equity (Social Disadvantage)	\$90,074
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$90,074

Expenditure	Actual
Student Resource Package ²	\$949,410
Adjustments	\$0
Books & Publications	\$0
Communication Costs	\$5,086
Consumables	\$31,893
Miscellaneous Expense ³	\$42,888
Professional Development	\$4,086
Property and Equipment Services	\$93,929
Salaries & Allowances ⁴	\$75,295
Trading & Fundraising	\$16,588
Travel & Subsistence	\$0
Utilities	\$13,000
Total Operating Expenditure	\$1,232,174
Net Operating Surplus/-Deficit	\$19,630
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$23,353
Official Account	\$18,859
Other Accounts	\$32,556
Total Funds Available	\$74,768

Financial Commitments	Actual
Operating Reserve	\$42,367
Other Recurrent Expenditure	\$2,301
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$13,000
Maintenance - Buildings/Grounds < 12 months	\$5,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$62,668

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 26 Feb 2020 and are subject to change during the reconciliation process.
3. Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
4. Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

WHAT DOES THE ABOUT OUR SCHOOL SECTION REFER TO?

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

Engagement

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

Wellbeing

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

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

WHAT DOES SIMILAR SCHOOL COMPARISON REFER TO?

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

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

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

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

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

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

WHAT IS THE VICTORIAN CURRICULUM?

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

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

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

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

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