

# 2018 Annual Report to The School Community



School Name: Warrandyte High School (8437)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation 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 20 March 2019 at 06:19 PM by Stephen Parkin  
(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 Regulation 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 27 March 2019 at 06:30 AM by Andrew Watts  
(School Council President)

## About Our School

### School context

Warrandyte High School is building a strong reputation for excellence in academic and creative achievement. Through a holistic approach where every student is valued and supported to achieve their personal best, the School encourages students to grow as individuals and participants in the wider community. Recognising the strong link between self-efficacy and learning, the School promotes student voice and places emphasis on the development of a Growth Mindset, which embraces academic challenge. Our teachers work in professional learning teams to develop, implement and continually improve, relevant, innovative programs, which facilitate the best possible outcomes for our students.

Our four whole school theories of action are:

- Prioritise High Expectations & Authentic Relationships
- Emphasise Inquiry Focused Teaching
- Adopt Consistent Teaching Protocols
- Adopt Consistent Learning Protocols

Our six theories of action for teachers are:

- Harness Learning Intentions, Narrative & Pace
- Set Challenging Learning Tasks
- Frame Higher Order Questions
- Connect Feedback to Data
- Commit to Assessment for Learning
- Implement Cooperative Groups

The school was founded in 1978 and is situated in a green wedge, 20 km from the Melbourne CBD. The School facilities are set in tiered bushland creating a calming, safe and supportive atmosphere. The school values of excellence, integrity and respect are proudly displayed on large banners, visible from the main arterial entrance. English, Mathematics, Science and Humanities Immersion programs in Years 7 and 8 and the Taking the Challenge program in Year 9 extend the broad range of core and elective subjects offered. Year 10 students are given access to all our VCE/VET subjects providing opportunities for breadth, extension and acceleration. In 2018 over 90% of our Year 10 students took one or more VCE/VET subjects. VET programs are offered on-site and through a local cluster arrangement. The School's visual and performing arts and digital media programs are acknowledged for their excellence and innovation. There is an extensive year level camps program which include an adventure camp, Melbourne City Experience, and a tour to Central Australia and Kakadu, as well as camps offered across year levels. The latter include the Great Victorian Bike Ride, World Challenge, Italy Tour and China Tour featuring a visit to our Sister School. Student leadership opportunities include; School Captains, Sport, Music and Production Captains, Class Captains and Student Representative Council. In 2018 Warrandyte High School had an enrolment of 460 students with 33.1 equivalent full-time Teaching staff, 2 Principal class and 13.4 equivalent full-time Education Support staff.

### Framework for Improving Student Outcomes (FISO)

**Improvement initiative:** Building Practice Excellence

**Key improvement strategy:** Build teacher capacity to differentiate teaching to ensure challenge and progress for every student, in particular, with regard to literacy.

**Actions:**

- Embed the practice of teachers routinely collecting, analysing and evaluating teacher classroom practices and student achievement data to inform and improve teaching practice.
- Embed learning walks and feedback to all staff
- Embed the school wide Instructional Model which incorporates HITs

- Develop and implement a cross-curricular approach to the improvement of reading outcomes
- Provide appropriate professional learning to all staff in literacy
- Implement 'robust vocabulary instruction' from start of year across the whole school

**Progress:**

**Students:**

- Students are able to provide feedback on the implementation of the Instructional Model and High Impact Teaching Strategies : Evidenced through student focus groups
- Students engaged with a task appropriate to their point of need : Evidenced through learning walks

**Teachers:**

- Teachers explicitly teach Tier 2 words and model it in classroom. ie on the board, in handouts, in curriculum, in reports, in written feedback, in planning documents, on Compass : Evidenced through teacher PDP reviews.
- Greater consistency of teacher practice (instructional model) as demonstrated through learning walks and cycles of inquiry : Evidenced through learning walks and peer observation
- Teachers analysing VCE, NAPLAN and On Demand data as appropriate for their classes : Evidenced through dedicated PLTT meetings
- Formal reflection and review of impact of practice on learning : Evidenced through dedicated PLTT meetings
- Teachers demonstrating differentiated practice for purpose through observation and planning documents : Evidenced through teacher PDP reviews
- Teacher PDPs contain a data focussed goal which builds on and extends the work from 2017 : Evidenced through teacher PDP reviews

**Leaders:**

- Facilitate and lead professional learning : Evidenced by professional learning plan and resources placed on teacher drive plus the use of regional and external consultants.
- Role model aspects of HITs within the instructional model Evidenced by professional learning plan and resources placed on teacher drive.
- Undertake regular learning walks and seek feedback from students : Evidenced by learning walks and student focus groups.

**Improvement initiative:** Building Practice Excellence

**Key improvement strategy:** Embed a culture of curriculum planning, and assess the impact of learning programs adjusting them to suit individual students.

**Actions:**

- Further develop and embed the formal process to use student achievement to effectively monitor and review the Curriculum Plan, teaching and learning and assessment strategies.
- Teachers use student data to plan and implement learning and assessment for students needs.
- Teacher PDPs to contain a goal related to the use of data to differentiate and teach to point of need.

**Progress:**

**Students:**

- Greater engagement of students with a task appropriate to their point of need : Evidenced by provision of differentiated work and assessment tasks

**Teachers:**

- Teachers regularly working together to analyse data and evaluate student progress : Evidenced by PLLT team minutes
- Teachers actively involved in the curriculum review : Evidenced by PLTT minutes and curriculum day activities
- Teachers can provide evidence of progress of students : Evidenced by documentation provided at end of cycle PDP interviews

**Leaders:**

- Building a professional learning plan to support the data analysis with staff : Evidenced by published PL plan
- Providing time for data discussions to occur : Evidenced by PLTT meeting schedule and activities on PL plan

- Leading the review of curriculum : Evidenced by PLTT schedule and minutes

**Improvement initiative:** Building Communities

**Key improvement strategy:** Develop and activate high expectations and aspirations of students, staff and families

**Actions:**

- Implement whole school process for student goal setting and monitoring.
- Provide further support and training for teachers with aspects of the WHS Instructional Model
- Provide support and training for teachers with regard to classroom engagement and behaviour management
- Enable students to provide input into 'how' they learn in the classroom

**Progress:**

**Students:**

- Student setting learning goals : Evidenced by publish student learning goals
- Students providing input into "how' they learn in the classroom : Evidenced by PIVOT surveys, focus group meetings and student feedback to leadership team

**Teachers:**

- Supporting students with goal setting and monitoring progress towards these goals : Evidenced by published goals and 3-way conferences at Parent/Teacher interviews
- Implementing/modifying classroom practices in response to student input : Evidenced by discussion and documentation provided at end of cycle PDP interviews
- Reporting on goal progress through parent/teacher interviews and Compass : Evidenced by 3-way conference at Parent/Teacher interviews.
- Implementing aspects of the Instructional Model which build relationships with students : Evidenced by peer observation and learning walks

**Leaders:**

- Establishing an agreed WHS approach to goal setting and its implementation : Evidenced by published goals
- Monitoring implementation of the student engagement aspects of the Instructional Model : Evidenced by cycles of inquiry, learning walks and PDP interviews

## Achievement

When compared to schools with similar student profiles, Warrandyte High School students are achieving Similar results as measured by VCE median scores. Student achievement in English and Mathematics as measured by Teacher judgments indicated that the percentage of students in Years 7 to 10 working at or above expected standards was above the State Median and Similar to schools with similar intake characteristics. Year 9 NAPLAN indicates our students are achieving above the State Median in Numeracy and lower than the State median in Reading. This was also the case when compared to schools with similar intake characteristics. NAPLAN Learning Gain from Year 7 to Year 9 indicates an improvement in Numeracy High Growth from 2017 (8% increase in High Growth). However, Spelling, Writing, Reading and Grammar & Punctuation all had reductions in High Growth. Literacy is a key priority in 2019.

All PSD students have made good progress in relation to their Individual Learning Plans.

## Engagement

The school emphasises the strong link between regular attendance and successful learning. All absences are followed up quickly through a strong Sub-School structure. The average number of days absent per full-time equivalent student at Warrandyte High School is significantly less than the State median and better than schools with similar intake characteristics. This very good result indicates that our students enjoy being at school and reflects our close tracking of student absence and our high quality communication with parents. A focus on a safe environment through an agreed code of conduct means that students feel supported and secure at school.

Student retention from Year 7 to Year 10 is above the State median and Similar to schools with similar student profiles.

### **Wellbeing**

The core of the school's wellbeing program is Restorative Practice and the establishment of a safe and supportive learning environment. The program is overseen by the Level Leaders Team and the Wellbeing Leader. At each year level dedicated programs are presented to students which address their specific social and personal needs. These include both internally run programs and programs provided by outside agencies such as the YMCA. There has also been a concerted effort to increase student voice through enhancing the role of the Student Leadership Team and the Class Captains who support the work of the Student Representative Council.

The 2018 Student Attitudes to School survey data indicated that our students 'Sense of Connectedness' was below the State Median and Similar to schools with similar intake characteristics. On the 'Management of Bullying' factor, we were below the State Median and also Lower than schools with similar intake characteristics. Addressing these measures is a key focus in 2019.

### **Financial performance and position**

In 2018, the School finished the year with an operating deficit of \$295,860. This deficit was attributable to the following reasons: Targeted expenditure on new equipment and resources funded from savings. An unexpected increase in Salaries and Allowances due to a large number of staff sick leave absences caused by serious illness. A decrease in Year 12 international student enrolments due to the impact of university Foundation programs. Equity funding supported our Literacy, Numeracy and Wellbeing programs. Funding was also provided to support our School Improvement Program in partnership with Highvale Secondary College. Our International Student program generated funding to support the learning of our International Students while also contributing to overall programs across the school.




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

## 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 460 students were enrolled at this school in 2018, 213 female and 247 male.

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

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

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

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






#### School Staff Survey

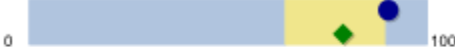
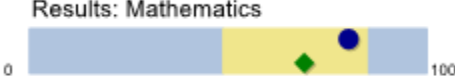


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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



## Performance Summary

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

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

## Performance Summary

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

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















## Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>		<p>NAPLAN Learning Gain does not require a School Comparison.</p>
<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>		<p><span style="color: green; font-size: 2em;">●</span> Similar</p> <p><span style="color: green; font-size: 2em;">●</span> Similar</p>
<p>Students in 2018 who satisfactorily completed their VCE: <b>96%</b>          Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>8%</b>          VET units of competence satisfactorily completed in 2018: <b>78%</b>          Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: <b>0%</b></p>		

## Performance Summary

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

Engagement	Student Outcomes	School Comparison												
<p><b>Average Number of Student Absence Days</b></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><b>School Comparison</b> A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="544 936 1002 1032"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>92 %</td> <td>89 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	92 %	89 %	92 %	92 %	92 %	93 %	<p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p>	<p> Higher</p> <p> Higher</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
92 %	89 %	92 %	92 %	92 %	93 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2018</b></p>  <p><b>Results: 2015 - 2018 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>												
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2018</b></p>  <p><b>Results: 2015 - 2018 (4-year average)</b></p> 	<p> Similar</p> <p> Similar</p>												

### Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p> Similar</p> <p> Similar</p>
<p><b>Students Attitudes to School - Management of Bullying</b></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> Lower</p> <p> Lower</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	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$4,207,312	High Yield Investment Account	\$129,725
Government Provided DET Grants	\$777,343	Official Account	\$394,345
Government Grants Commonwealth	\$9,162	Other Accounts	\$731,391
Government Grants State	\$27,860	<b>Total Funds Available</b>	<b>\$1,255,460</b>
Revenue Other	\$46,183		
Locally Raised Funds	\$710,169		
<b>Total Operating Revenue</b>	<b>\$5,778,030</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$21,434		
Equity (Catch Up)	\$15,937		
<b>Equity Total</b>	<b>\$37,371</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$4,703,874	Operating Reserve	\$220,494
Books & Publications	\$7,426	Other Recurrent Expenditure	\$2,498
Communication Costs	\$9,902	Funds Received in Advance	\$131,248
Consumables	\$185,556	School Based Programs	\$357,591
Miscellaneous Expense <sup>3</sup>	\$596,086	Repayable to the Department	\$366,079
Professional Development	\$15,985	Asset/Equipment Replacement < 12 months	\$46,619
Property and Equipment Services	\$250,870	Maintenance - Buildings/Grounds < 12 months	\$14,080
Salaries & Allowances <sup>4</sup>	\$205,981	<b>Total Financial Commitments</b>	<b>\$1,138,608</b>
Trading & Fundraising	\$11,067		
Travel & Subsistence	\$1,227		
Utilities	\$93,159		
Adjustments	(\$7,243)		
<b>Total Operating Expenditure</b>	<b>\$6,073,890</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$295,860)</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

- (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)

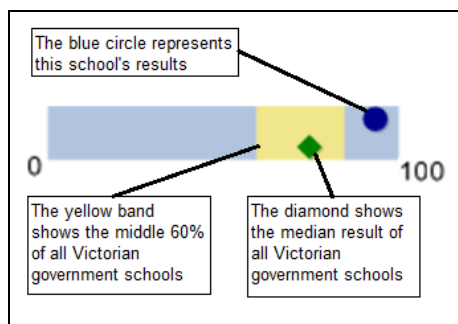
### Engagement

- 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).

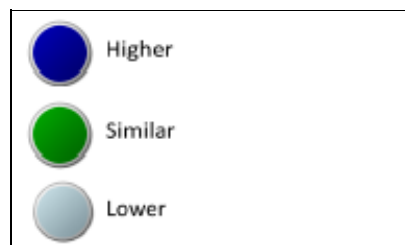


## What does *School Comparison* refer to?

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').