2018 Annual Report to The School Community

School Name: Bannockburn P-12 College (0932)

- 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 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 18 March 2019 at 09:14 AM by George Porter (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.

To be attested by School Council President

Bannockburn P-12 College (0932)

About Our School

School context

Bannockburn P-12 College is a new school that opened on the first school day of 2018, offering Prep to 8; the very first time students within the Golden Plains Shire are able to attend their own neighbourhood secondary school. The College will continue to grow to Prep -Year 12 by 2022. The College has an enrollment of 692.4 students; increasing over time. The College is co-ed with 55% males and 45% females. Of our student population, 4% are identified as having a disability, 1.6% have Indigenous status and 0.25% are from non-English speaking backgrounds. Staffing is made up of Primary teachers, Secondary teachers and ES (classroom assistants and administration).

Our College community's vision is to inspire a passion for learning
and a commitment to excellence.

Bannockburn College community shares the values of: Curiosity, Achievement, Respect, Empathy.

At Bannockburn P-12 College student learning is our highest priority. We believe
that all students can learn to their fullest potential. Our students will develop their
individual talents and be actively engaged in their learning. They will have the
opportunity to be curious and creative. We will collectively and collaboratively
build a safe, orderly learning environment that promotes high standards. The
pursuit of excellence is the shared responsibility of the whole College community.
We will provide students with the tools needed for 'Learning for Life'.

Bannockburn College is a Public Private Partnership school with YMCA and CERES included in the partnership. The school has brand new, state of the art school buildings which are designed with contemporary learning environments, facilitating a student centred learning approach. Each learning community features a variety of adaptable spaces with ICT a strong focus in each space. In addition there are specialised learning spaces for Design, Arts, Science, Technologies (Materials and Foods), Performing arts and Sports.

The College prides itself on providing for every student an outstanding, inclusive, holistic, education. The College staff focus their efforts on teaching and learning excellence, high expectations and achieving exceptional outcomes for all students.

We offer a diverse range of high quality programs and activities to engage and challenge every student.
The over-arching drivers in our curriculum are personalising learning and increasingly building each student's capacity to direct, influence and take responsibility for their own learning.

Framework for Improving Student Outcomes (FISO)

In 2018 the College cussed on two Goals:

The first To maximize the learning growth in literacy and numeracy for every student (FISO- Building practice excellence) through the Key Improvement Strategies of
-Build the capacity of all staff to use evidence-based targeted teaching across the school
-Build teacher capacity to differentiate teaching to challenge and ensure progress for every student in Reading and Writing
-Develop and embed a pedagogical framework for rigorous and challenging learning with a consistent instructional model across the College.

Bannockburn P-12 College (0932)

There was considerable improvement in the capacity of teachers to analyse and use data to identify students' needs and plan teaching accordingly. This has been achieved through significant professional learning by specialised consultants and planning sessions supported by leading teachers. The developed pedagogical models have been reinforced and are in the process of becoming embedded.

The second To Enhance student engagement in their learning through a differentiated curriculum that stimulates and challenges all students. (FISO - Empowering Students and building school pride) through the Key Improvement Strategies of
-Build a rich relevant challenging and stimulating learning environment that uses contemporary pedagogy and learning technologies for deep learning and thinking
-To include student voice in developing the direction of the college

The improvements in this area have focused on knowing students and developing positive relationships with them to be able to stimulate and challenge their learning. A shift in staff perspective has come through whole staff professional learning provided by consultants on Positive Psychology and Google training for a comprehensive team of teachers. The implementation of School Wide Positive Behaviour Support has also supported the progress in this area.

Achievement

Student achievement targets were set around students' growth in NAPLAN from Years 3 to 5 for Reading, Writing and Numeracy. The targets were exceeded in the increased percentage of students who achieved high growth for reading, (target = 25%, actual = 28%). The low growth target for Reading was similar to the target, (target = 20%, actual = 19%). Other targets were not met and continue to be a focus for 2019.

Targets were also set for percentages of students achieving in the top two bands of NAPLAN in Years 3 and 5 for Reading Writing and Numeracy. These targets were surpassed in Year 3 Writing (target = 25%, actual = 37%). The remaining targets were not met and this evidence supports the College's strategies to improve achievement, concentrating on Writing and Numeracy.

PAT Maths and PAT Reading test results were set as targets where at least 25% of students to be at or above Stanine 7. The average across the College from Years 1 to 8 for Reading was 30% of students, one year above expected level and for Mathematics 22% one year above. This shows the target met in PAT Reading and not in PAT Maths.

Engagement

Our Student Attitudes to School Survey (SAtSS) results remain lower than state, like school averages in all areas. Most concerning is the results from our male student population. In order to address our low results in student voice, leadership and agency, the college internally appointed a Learning Specialist to begin in 2019 with a focus on this key area. The role will involve modelling exemplary practice and providing support to staff to increase student voice, agency and leadership within a classroom setting.

The college has actively sought to address the management of bullying through participation in the National Day of Action Against Bullying and Violence and targeted sessions around the issues of cyber safety delivered by Robbie Nogler from the Victoria Police and BatForce. Strategies are explicitly taught to students throughout the year through our twice weekly Learning For Life sessions.

The college provides a variety of opportunities for increased student engagement through our Be Inspired and Author, Artist and Illustrator in Residence programs. Students invited to participate in a wide range of weekly Clubs such as robotics, lego, board games, basketball and yoga. As part of our School Wide Positive Behaviours approach, all students are encouraged to use their CARE coins to gain entry to a range of activities such as

Bannockburn P-12 College (0932)

bowling, skate park, cook your own lunch and gold class movies. The college also provides supervised active and passive play spaces for students who are challenged by social interactions in the playground setting.

In 2018, our absence data indicates we are slightly below the state and like schools average based on 20 or more student absent days, this is a positive outcome with our results remaining steady over a 5 year period. 2018 saw an increase from 39% to 47% of students absent from school for less than 10 days across the school year. Our student wellbeing team have developed close ties with the Region's Health, Wellbeing and Engagement team to address chronic absenteeism issues for a small number of our students and actively support parents with school refusal strategies.

Wellbeing

In 2018, we employed a psychologist to work at the college 4 days a week. The college psychologist works closely with our Student Wellbeing team using a rigorous referral process to determine the most appropriate supports for our students and parents. Close relationships have been formed with external agencies who are best placed to manage the long term care of our most high needs students. The College Psychology Services provide short term therapy for students, training of staff to build their capacity to manage challenging behaviours and student assessments, including risk management.

We continue to employ a College Chaplain 2 days a week through an external provider. Our chaplain works with small groups of students throughout the year with a focus on proactive strategies around building confidence, resilience and the social capabilities of our students.
Based on a growing need, in 2018 our Student Wellbeing Co-ordinator was provided with a full time non-teaching role to best support staff, students and parents across the college.

Student Support group meetings are conducted for all students funded through the Program for Students with Disabilities. These meetings occur once a term where goals and strategies are established based on each child's individual needs. Secondary students are actively involved in these meetings along with parents, homegroup teachers, education support staff and the college Assistant Principals.

Financial performance and position

At the end of 2018 the College had a deficit of $119,641

There was a significant rise in the cost of Miscellaneous Expenses from 2018 to 2019. Included under this section is professional development and camps,excursions and activities. In 2019 we needed to allow CRT coverage for Professional Practice Days. As the College opened as a P-12 in 2019 we also had the additional costs associated with the Yr 7 and Yr 8 Camping programs.

Utilities expenses are also significantly higher in 2018. This figure is $203,000 higher than the utilities costs of 2017. More buildings at the new site and a large oval to establish and maintain has led to the increased costs for utilities.

**For more detailed information regarding our school please visit our website at
http://bannockburnp12.vic.edu.au/**

Performance Summary

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

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

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

Key: Range of results for the middle 60% of Victorian Government Pri/Sec Schools: ▢ (yellow)
Results for this school: ● Median of all Victorian Government Pri/Sec Schools: ◆ (green)

School Profile

Enrolment Profile

A total of 692 students were enrolled at this school in 2018, 330 female and 362 male.

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

Overall Socio-Economic Profile

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

low	low-mid	mid	high

Parent Satisfaction Summary

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

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

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).
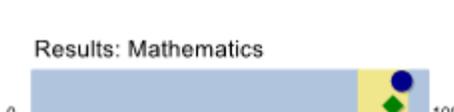
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

(Primary Year Levels)

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
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: ● English ● Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ─────────── 100 Results: Mathematics 0 ─────────── 100	● Similar ● Similar

(Primary Year Levels)

Performance Summary

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

(Primary Year Levels)

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 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 current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 19 % / 52 % / 28 % Low / Medium / High **Numeracy** 45 % / 43 % / 12 % Low / Medium / High **Writing** 29 % / 53 % / 18 % Low / Medium / High **Spelling** 30 % / 45 % / 25 % Low / Medium / High **Grammar and Punctuation** 33 % / 45 % / 22 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

(Primary Year Levels)

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

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

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.

Average 2018 attendance rate by year level:

Results: 2018

0 ————————————— 50

Few absences <------> Many absences

Results: 2015 - 2018 (4-year average)

0 ————————————— 50

Few absences <------> Many absences

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
93 %	94 %	92 %	93 %	94 %	90 %	93 %

● Similar

● Similar

(Primary Year Levels)

Performance Summary

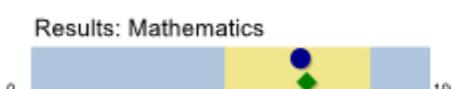| Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 0 ────────── 100 Results: 2017 - 2018 (2-year average) 0 ────────── 100	Similar Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 0 ────────── 100 Results: 2017 - 2018 (2-year average) 0 ────────── 100	Similar Similar

(Secondary Year Levels)

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
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 ▬▬▬▬▬▬ 100 Results: Mathematics 0 ▬▬▬▬▬▬ 100	● Similar ● Similar

(Secondary Year Levels)

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
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5 - 10.	No Data Available No Data Available No Data Available No Data Available	No Data Available No Data Available No Data Available No Data Available

(Secondary Year Levels)

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
NAPLAN Learning Gain **Year 5 - Year 7** Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 33% Low 51% Medium 16% High **Numeracy** 41% Low 49% Medium 11% High **Writing** 47% Low 39% Medium 14% High **Spelling** 36% Low 45% Medium 19% High **Grammar and Punctuation** 39% Low 46% Medium 15% High	NAPLAN Learning Gain does not require a School Comparison.
NAPLAN Learning Gain **Year 7 - Year 9** Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** No Data Available **Numeracy** No Data Available **Writing** No Data Available **Spelling** No Data Available **Grammar and Punctuation** No Data Available	NAPLAN Learning Gain does not require a School Comparison.
Victorian Certificate of Education (VCE) Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.	No Data Available No Data Available	No Data Available No Data Available

Students in 2018 who satisfactorily completed their VCE: N/A
Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: N/A
VET units of competence satisfactorily completed in 2018: N/A
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: N/A

(Secondary Year Levels)

Performance Summary

Engagement	Student Outcomes	School Comparison

Engagement

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

Absence from school can impact on students' learning

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.

Average 2018 attendance rate by year level:

Student Outcomes

Results: 2018

0 — 50

Few absences <------> Many absences

Results: 2015 - 2018 (4-year average)

0 — 50

Few absences <------> Many absences

Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
92 %	87 %	NA	NA	NA	NA

School Comparison

● Higher

● Higher

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

No Data Available

No Data Available

No Data Available

No Data Available

Exit Destinations

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.

No Data Available

No Data Available

No Data Available

No Data Available

(Secondary Year Levels)

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
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	● Higher ● Higher
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	● Similar ● Similar

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	
Revenue	**Actual**
Student Resource Package	$5,570,388
Government Provided DET Grants	$1,409,562
Government Grants Commonwealth	$583
Government Grants State	$9,725
Revenue Other	$46,629
Locally Raised Funds	$363,070
Total Operating Revenue	**$7,399,956**

Equity[1]	
Equity (Social Disadvantage)	$41,988
Equity (Catch Up)	$14,025
Equity Total	**$56,013**

Expenditure	
Student Resource Package[2]	$5,490,554
Books & Publications	$1,638
Communication Costs	$12,280
Consumables	$203,707
Miscellaneous Expense[3]	$820,041
Professional Development	$35,134
Property and Equipment Services	$440,064
Salaries & Allowances[4]	$226,981
Trading & Fundraising	$48,111
Travel & Subsistence	$1,178
Utilities	$239,909
Total Operating Expenditure	**$7,519,597**
Net Operating Surplus/-Deficit	**($119,641)**
Asset Acquisitions	**$16,063**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$245,351
Official Account	$84,582
Other Accounts	$132,619
Total Funds Available	**$462,553**

Financial Commitments	
Operating Reserve	$337,752
Other Recurrent Expenditure	$27,280
Provision Accounts	$1,169
Funds Received in Advance	$18,748
School Based Programs	$80,000
Total Financial Commitments	**$464,950**

(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 04 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).
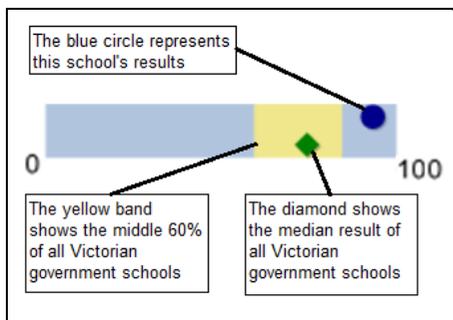
What does *School Comparison* refer to?

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.
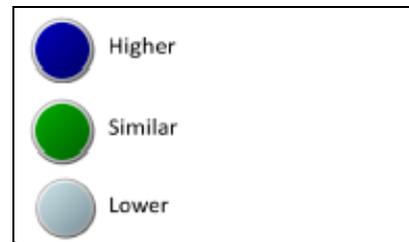
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

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').