

2019 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 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 13 March 2020 at 02:45 PM by George Porter (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 28 October 2020 at 04:20 PM by James McCredden (School Council President)

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 788 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, 2% 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 2019 the College focused on two broad dimensions of Excellence in Teaching and Learning and Professional Leadership. In the dimension of Excellence in Teaching and Learning the College focused on Curriculum Planning and Assessment and Building Practice Excellence. The key improvement strategies used in these areas included the development of a Guaranteed and Viable Curriculum for all learning areas from Foundation to Year 10, the employment of a learning specialists to focus on Writing and Student Voice. In the dimension of Professional Leadership focused on Building Leadership Teams. The key improvement strategies utilised in this area included fortnightly Leadership Professional Learning workshops and the development of a distributed leadership structure for implementation in 2020.

Achievement

Student achievement targets were set around students' growth in NAPLAN from Years 3 to 5 for Reading, Writing and Numeracy. The targets were met in the increased percentage of students who achieved high growth for reading and numeracy. Other targets were not met and continue to be a focus for 2020.

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 met or surpassed in all areas.

The College continues to work with PSD students and their families to set meaningful and aspiration goals for the learning and growth with all students having Individual Educational Plans that are reviews every term.

Engagement

Our Student Attitudes to School Survey (SAAtSS) results remain lower than state, like school averages in all areas. In order to address our low results in the College has devised a new leadership and house structure, new social and emotional programs and new assessment and reporting processes. These will be implement in 2020.

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 Cyber Cats. 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 including Instrumental Music, the College Production, sports and Tournament of the Minds. 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 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 2019, our absence data indicates we are slightly below the state and like schools, this is a positive outcome. 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 2019 the College committed significant resources to Wellbeing through both the allocation of staff and the financial support of programs. It also assessed current practices with a view to their adequacy for the future as the College population grows and starts o cater for more adolescence and young adults.

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.

The College continues to form close relationships with external agencies who are best placed to manage the long term care of our most high needs students.

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 2019 school year, Bannockburn College had a surplus of \$189,712. The funds received through the Student Resource Package (SRP) were significantly higher in 2019. A variance of

approx. \$1.7 million. This variance is due to our increased student enrolments in years 7- 9. In 2018 we had a total of 136 students enrolled in years 7 & 8. In 2019 this increased to 263 students across years 7-9. Additional Equity Funding was also received in 2019.

Expenditure relating to Salaries and Allowances (CRT's/ES staff paid through School Level Payroll) was down on the figure reported in 2018. Utilities, Consumables, Miscellaneous Expenses and Property and Equipment Services were also lower than the 2018 figures.

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:
 Results for this school: ● Median of all Victorian Government Pri/Sec Schools: ◆

School Profile

Enrolment Profile

A total of 788 students were enrolled at this school in 2019, 361 female and 427 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.



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:

Key: Similar School Comparison Above Similar Below

Achievement	Student Outcomes	Similar School Comparison
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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



Below

Results: Mathematics



Similar

(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: **Key:** Similar School Comparison Above Similar Below

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

(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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>46%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>31%</td> <td>51%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>38%</td> <td>47%</td> <td>15%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>54%</td> <td>15%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>38%</td> <td>49%</td> <td>14%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	30%	46%	24%	Numeracy	31%	51%	18%	Writing	38%	47%	15%	Spelling	31%	54%	15%	Grammar and Punctuation	38%	49%	14%	<p>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.</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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(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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>Similar School Comparison A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p>Results: 2019</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p>Similar ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>94 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> <td>92 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	94 %	92 %	92 %	91 %	92 %	90 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
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(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: ◆

Key: Similar School Comparison
● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below ●</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Below ●</p>

(Secondary Year Levels)

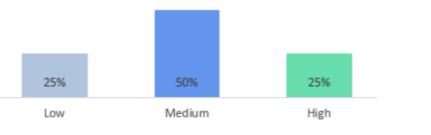
Performance Summary

Achievement	Student Outcomes	Similar 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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p> <p>Results: Mathematics</p>	<p>No Data Available</p> <p>No Data Available</p>

(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: ◆ **Key:** Similar School Comparison
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p>NAPLAN Learning Gain Year 5 - Year 7</p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & 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 style="text-align: center;">Reading</p> <p style="text-align: center;">43 % 42 % 14 % Low Medium High</p> <p style="text-align: center;">Numeracy</p> <p style="text-align: center;">48 % 44 % 9 % Low Medium High</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">35 % 44 % 21 % Low Medium High</p> <p style="text-align: center;">Spelling</p> <p style="text-align: center;">31 % 47 % 21 % Low Medium High</p> <p style="text-align: center;">Grammar and Punctuation</p> <p style="text-align: center;">42 % 43 % 16 % Low Medium High</p>	<p>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.</p>  <p style="text-align: center;">Statewide Distribution of Learning Gain (all domains)</p>
<p>NAPLAN Learning Gain Year 7 - Year 9</p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & 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 style="text-align: center;">Reading</p> <p style="text-align: center;">43 % 45 % 13 % Low Medium High</p> <p style="text-align: center;">Numeracy</p> <p style="text-align: center;">34 % 55 % 11 % Low Medium High</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;">40 % 47 % 13 % Low Medium High</p> <p style="text-align: center;">Spelling</p> <p style="text-align: center;">42 % 44 % 13 % Low Medium High</p> <p style="text-align: center;">Grammar and Punctuation</p> <p style="text-align: center;">29 % 47 % 24 % Low Medium High</p>	<p>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.</p>  <p style="text-align: center;">Statewide Distribution of Learning Gain (all domains)</p>
<p>Victorian Certificate of Education (VCE)</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>No Data Available</p> <p>No Data Available</p>	<p>No Data Available</p>

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

(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: ◆

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

Wellbeing	Student Outcomes	Similar School Comparison
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<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>No Data Available</p>
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<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>No Data Available</p>
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Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$7,319,271	High Yield Investment Account	\$219,079
Government Provided DET Grants	\$871,402	Official Account	\$27,224
Government Grants Commonwealth	\$6,203	Other Accounts	\$0
Government Grants State	\$9,725	Total Funds Available	\$246,303
Revenue Other	\$39,912		
Locally Raised Funds	\$386,502		
Total Operating Revenue	\$8,633,015		
Equity¹			
Equity (Social Disadvantage)	\$74,547		
Equity (Catch Up)	\$21,224		
Equity Total	\$95,771		
Expenditure		Financial Commitments	
Student Resource Package ²	\$6,918,665	Operating Reserve	\$246,303
Books & Publications	\$2,031	Other Recurrent Expenditure	\$24,125
Communication Costs	\$7,462	Provision Accounts	\$1,169
Consumables	\$138,832	Funds Received in Advance	\$19,340
Miscellaneous Expense ³	\$701,975	School Based Programs	\$35,000
Professional Development	\$21,851	Funds for Committees/Shared Arrangements	\$25,000
Property and Equipment Services	\$216,323	Asset/Equipment Replacement < 12 months	\$10,000
Salaries & Allowances ⁴	\$191,855	Total Financial Commitments	\$360,937
Trading & Fundraising	\$47,229		
Travel & Subsistence	\$2,237		
Utilities	\$194,843		
Total Operating Expenditure	\$8,443,302		
Net Operating Surplus/-Deficit	\$189,712		
Asset Acquisitions	\$0		

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

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

How to read the Annual Report

What does the *About Our School* section refer to?

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

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

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

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

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

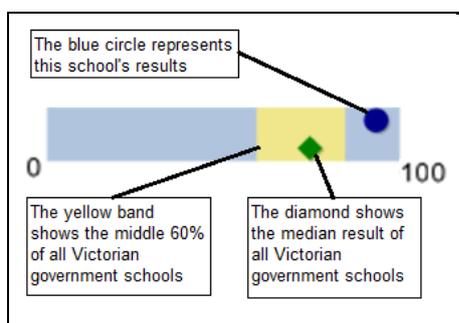
Engagement

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

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

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



What does *School Comparison* refer to?

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

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

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



What does '*Data not available*' or '*ND*' mean?

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

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

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

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

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

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