

# 2019 Annual Report to The School Community



**School Name: Caulfield Junior College (3820)**



- 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 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 29 October 2020 at 02:08 PM by Chris Chant (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.

To be attested by School Council President

## About Our School

### School context

Established in 1914, Caulfield Junior College is located approximately eleven kilometers from the Melbourne Central Business District. The school has a bi-national program that is accredited to deliver both the Australian and French curriculum in accordance with the Department of Education and Training (DET) and the French Ministry of Education's standards and practices. The school enrollment includes students undertaking the accredited French program within the French Bi-National Program (FBP). The FBP is overseen by the Agency for French Education Abroad (AEFE). The school is balanced by our local community, many of whom access the Hebrew Immersion Program as an adjunct to their children's learning.

#### Vision

At Caulfield Junior College, all students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them. We embrace diversity and are proud to provide a multilingual setting that enhances learning for everyone.

#### Values

In light of feedback from our school review in 2018, the school community has revisited our values. In consultation with staff, students and community, our values are:

- Honesty
- Empathy
- Respect
- Optimism

The values are represented by the acronym 'HERO', a concept that is commonly understood amongst the school's multicultural community. The school has an ongoing commitment to work with The Resilience Project and aligns with the Department's priority target of raising happy, healthy and resilient students.

Teachers - 25 Full time and 11 Part-time staff

1 Leading Teacher -0.6 Curriculum and 3 Learning Specialists- Literacy, Numeracy and French Program

9 ES staff full time and 2 part-time staff

Leadership Team Principal, Assistant Principal, French Director

1 Leading Teacher position- Curriculum,3 Learning Specialists in English and Mathematics & French program, Wellbeing Coordinator, IT manager and Curriculum leader

### Framework for Improving Student Outcomes (FISO)

Building practice excellence extensive work was undertaken around improving teacher capacity and a focus on the learning intentions and success criteria for each lesson ensured staff were making improvements around their classroom instruction.

Curriculum planning and assessment teams worked with greater collaboration and within designated times to refine this work.

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Building leadership teams through ongoing commitment to the development of leadership capacity across the school has been highly successful and will be a continued focus in 2020.

Instructional and shared leadership has developed through ongoing commitment to the development of leadership capacity across the school has been highly successful and will be a continued focus in 2020.

Ongoing commitment to development of leadership capacity across the school has been highly successful and will be a continued focus in 2020.

Empowering students and building school pride - Students were supported in their increased engagement with whole

events/opportunities.

Learning Specialists implemented Instructional Walkthroughs, observing teachers teaching and providing constructive feedback based on their observations. Professional Learning was implemented so staff to had an understanding of the process; this included how to give and receive feedback. Learning Specialists also taught modelled lessons in Writing and Mathematics to graduate teachers to build their capacity and support their VIT registration.

Our goal for 2019 was that a differentiated teaching and learning model was embedded in every classroom and then consistently high-quality teaching focused on each student's point of need would occur and every student would demonstrate at least targeted learning progress across the whole school

## Achievement

Caulfield Junior College continues to maintain a high level of academic performance and are at or above state average achievements across all levels of the school. Our dedicated and highly professional teaching teams plan the delivery of the Victorian and French Curriculum in a sequential, structured, differentiated and broadly assessed program. Our performance data highlights that our students achieve at the highest possible levels across the entire school and exceed the state median significantly in this performance measure in both Literacy and Numeracy. Students continue to perform at high levels closely aligned to student achievements in like schools. NAPLAN results indicated that targets for the four year Strategic Plan were achieved during 2019. Targets were recalibrated to ensure a continued focus on high achievement until the completion of the plan in 2022. High growth in numeracy was a very successful outcome.

### Met Targets

High Growth Reading (Grade 5)

Top 2 Band Writing (Grade 5)

High Growth Writing (Grade 5)

Top 2 Band Numeracy (Grade 5)

High Growth Numeracy (Grade 5)

Level B1 DELF Junior (Grade 6)

In these areas, we met our long-term strategic plan goals. We have worked with the DETs data coach to re-align these goals inside the 2020 AIP. A focus on teaching and learning, collaborative planning and a team approach to this important literacy and numeracy work has supported this significant growth in student achievement.

Teaching teams are supported in their work by skilled and experienced Educational Support staff, who provide the structured intervention programs that ensure all children are provided with quality learning opportunities. In 2019 leadership teams continued to work with teaching teams and support teachers to further develop units of inquiry that integrate both the French and Victorian curriculums. Literacy and numeracy planners were used to support the implementation of units of inquiry for their year levels.

Refinement of the new assessment schedule and reporting template continued during 2019, with a focus on uploading data onto the compass platform. This was supported with professional learning across the Victorian and French Curriculums with a focus on writing moderation, the development and refinement of the assessment schedule and the development of a two-year Scope and Sequence Planner for units of inquiry. A continued focus for 2020 will be to analyse data and use it as a starting point in planning.

Our whole school Transition Program continues to receive positive support from the parents and was improved based on parent feedback.

Individual Learning Plans were developed for students across the school. Students who received funding from the Program for Students with Disabilities (PSD), are in out of home care or have an ATSI background are required by DET to have a plan developed and regular Student Support Group (SSG) meetings throughout the year. There will be a focus on broadening the criteria for students who are working towards the expected level and for those working 12 months or more above the expected level of the curriculum.

Teacher judgments using both the Victorian Curriculum and the NAPLAN results show a strong correlation and alignment. Staff have been using shared planning and meeting times to focus on student data at shared, collaborative meetings with the planning focus to be on supporting and developing a differentiated curriculum for all students across the school.

Key improvement strategies from the FISO framework are being put in place to support the development of an improved learning and teaching model with a focus on High Impact Teaching Strategies and the Five Es Instructional Model. This ongoing work will support all students and be an integral part of the focus on improving the level of all student outcomes.

The current AIP and Pedagogical model have been professionally produced and are on display in each classroom and around the school.

The school is engaged in the DETs 'Renew Reading' project to improve results in reading across the school. A team has been formed to address the implementation and outcomes of the French assessment schedule.

## Engagement

Student attendance data indicates consistent attendance rates across all year levels that are comparable to the 2019 state median. Long term absence for family holidays impact on the total attendance rates for our students. Additional work by staff and the school administration has created greater levels of accountability for student absence and lateness. All attendance is recorded on COMPASS, providing a streamlined process to manage attendance, as well as an easy way for any staff member to check attendance, such as the Student Wellbeing Officer. Students who are away from school for longer periods will be provided with student learning plans in 2020.

The unique structures and focus of the school allows students in the French binome to develop their understandings and learnings across the aligned curriculum. CJC continues to be very well supported by our parent community, including the School Council, Parent Committee and increasing numbers of volunteers who continue to support all school programs and events with their time, expertise and resourcing. In 2019 we continued to develop and refine our learning teams across the school and established stronger teams to support student learning. Staff are working more collaboratively with work being focused on curriculum planning and the use of assessment data. Whole school professional development, well-being programs and curriculum planning of Inquiry units has supported this work.

The school concert was held at The Palais in St Kilda. A great deal of time and effort from staff and students resulted in a wonderful performance that showcased the many talents of our students.

Some highlights of our work in this area include

Extended work with the Resilience Project and strengthened student understanding, community awareness and built staff capacity.

Reviewed its health curriculum program to provide greater clarity and resource provision.

Assigned a 'student voice and agency' leader to build on this work in the classrooms and community.

Enabled staff to attend professional learning on voice and agency.

Linked the student wellbeing coordinator into the network wellbeing group.

Reviewed its vision and values statements to create a greater alignment and level of understanding for students and the community.

The development of the teaching and learning model has focused on a consistent instructional approach. A key feature of this work in 2019 focused on the engagement of all students.

## Wellbeing

CJC promotes a positive culture of inclusion, respect, and the support of others. Our consistent and pro-active approach to student wellbeing through programs such as Indoor Play and Social Skills classes encourage students to take ownership of their behaviour and their positive interactions with others. Student behavioural, social and emotional needs are quickly addressed through support and intervention from our school psychologist, student wellbeing

manager and principal class staff.

DET staff facilitated professional learning for Caulfield Junior College staff in accessing student services, supporting students with complex needs. Behavioural Management Plans were written and implemented for students as required, these supported the Individual Learning Plans created by staff to support specific wellbeing and learning needs of students.

Program for Students with Disabilities and Student Support Group meetings continued during 2019. The work of the school nurse, Educational Support staff and the Student Wellbeing Team continued to work in supporting students via timetabled release to work with students daily.

CJC is an accredited eSmart school and has a strong and ongoing focus on anti-bullying and cyber safety offering regular instruction to students, staff and parents. A Technology team was established and an external provider employed to build the capacity of all staff in the learning and teaching in an online environment.

During 2019 the wellbeing of our students has been supported by the following actions:

- Ensuring that the transition program addresses the needs of students entering or leaving the school at any point from Prep to Year 6.
- Refining the student class allocation arrangements and the in-school transition processes.
- Using a centralised electronic management system to record student achievement, produce parent reports and maintain student welfare information.
- Formalising the handover of student histories from year to year, including data from students in Intervention Programs.
- A .8 Well-Being Coordinator continued to work across the school, with staff, students, parents and Key Contact personnel from the Regional Office
- The Resilience Project was introduced in the 2019 school year.
- A whole school approach to Behaviour Management was developed and presented to staff with a focus on positive behaviour with the catchphrase of 'Catch Them Being Good.'

Our student achievement data remains consistent (against historical trends at the school) and the AIP also addresses key areas for improvement in student learning. The school has maintained a consistent workforce plan and this will bring consistency and an element of predictability to the school at a time of significant change.

The school has:

- Provided additional professional learning linked to student wellbeing.
- Engaged DET resources such as the complex matters team, employee assistance program, etc.
- Reviewed and refined the 'student wellbeing practices and protocols' document.
- Transferred the student wellbeing reporting system online to Compass.
- Engaged additional counsellors through Oz Child.
- Engaged DET SSS staff to run workshops for whole-class groups.
- Run parent information sessions on student health and wellbeing.
- Extended its work with the Resilience Project.
- Reviewed its health curriculum program.
- Assigned a 'student voice and agency' leader.
- Sent staff to professional learning on voice and agency.
- Linked the student wellbeing coordinator into the network wellbeing group.
- Reviewed its vision and values.

The development of the teaching and learning model has focused on a consistent instructional approach. A key feature of this work in 2019 focused on the engagement of all students.

## Financial performance and position

The overall financial position of the Caulfield Junior College remains strong as we were able to maintain a positive operating position at a local level as enrolments increased and overall expenditure remained stable.

CJC has been able to maintain a high level of available funds and these funds remain targeted to future Capital Works projects. Having these funds on hand allows CJC to benefit whilst we embark on the creation of a Masterplan in an effort to obtain Capital Funding to renovate and enhance our School Building and Grounds in line with the goals of the Schools Strategic Plan.

The school has committed to increased professional learning for all staff and this work will support the development of teaching and learning across the school. In 2019, CJC continued with our commitment to technology upgrades as well as OH&S and facility redevelopment across the school buildings and grounds. The improved resourcing of the curriculum and the addition of improved facilities for the students are supported by the financial commitment of the school to our improvement agenda. There were a number of additions and changes to technology hardware infrastructure, provision of services and supply, site development and general improvements to facilities and learning spaces. The school's Masterplan process began.

The school has allocated funds to work with an architecture firm in the formation of a building masterplan, to be created during the first part of the 2020 school year.

**For more detailed information regarding our school please visit our website at**  
<https://www.caulfieldjc.org.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 491 students were enrolled at this school in 2019, 256 female and 235 male.

42 percent of students had English as an additional language and 0 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: High

### 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)	79.7	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)	73.8	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	95.1	89.7	81.7	95.0	Below
Mathematics	96.7	90.3	81.8	95.8	Similar

### 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)	88.7	76.5	60.0	90.0	Similar
Year 3	Numeracy (latest year)	84.1	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	85.1	67.6	50.0	83.1	Similar
Year 5	Numeracy (latest year)	77.0	59.3	41.2	76.4	Below

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)	86.4	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	81.0	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	80.6	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	75.7	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	13.3	45.0	41.7
Numeracy	12.3	49.1	38.6
Writing	6.7	38.3	55.0
Spelling	15.0	50.0	35.0
Grammar and Punctuation	11.7	41.7	46.7

## 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)	15.3	16.3	13.9	19.4	Below
Average number of absence days (4 year average)	15.0	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)	93	93	92	92	91	93	91

**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)	72.1	80.9	71.8	88.9	Below
Percent endorsement (3 year average)	65.9	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)	73.4	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	67.9	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	\$3,562,423
Government Provided DET Grants	\$349,223
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$90,300
Locally Raised Funds	\$1,503,887
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$5,505,833</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$5,000</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$3,951,248
Adjustments	\$0
Books & Publications	\$7,892
Communication Costs	\$19,213
Consumables	\$173,479
Miscellaneous Expense <sup>3</sup>	\$912,880
Professional Development	\$74,915
Property and Equipment Services	\$425,723
Salaries & Allowances <sup>4</sup>	\$28,367
Trading & Fundraising	\$65,227
Travel & Subsistence	\$34,275
Utilities	\$42,175
<b>Total Operating Expenditure</b>	<b>\$5,735,395</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$229,562)</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$2,264,563
Official Account	\$80,915
Other Accounts	\$24,292
<b>Total Funds Available</b>	<b>\$2,369,770</b>

Financial Commitments	Actual
Operating Reserve	\$270,346
Other Recurrent Expenditure	\$14,757
Provision Accounts	\$0
Funds Received in Advance	\$397,738
School Based Programs	\$280,926
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$26,226
Repayable to the Department	\$389,287
Asset/Equipment Replacement < 12 months	\$78,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$98,342
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$1,110,000
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$2,665,621</b>

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').