

2019 Annual Report to The School Community



School Name: Horsham College (8818)



- 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 17 March 2020 at 11:28 AM by Robert Pyers (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

Horsham College has a student population of approximately 976 (Years 7 to 12) that includes 474 female and 502 male. 5 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander. It is the only government secondary school provider servicing the City of Horsham and immediate surrounding rural area. 35% of students travel by bus from surrounding areas and approximately 30% of students receive the Education Maintenance Allowance or Youth Allowance. Our College is located on 14.74 hectares with alternative pathway programs known as Satellite VCAL Connect Ed, McKenzie Creek and Young Mums delivered from two other sites.

Increasingly we are developing a reputation for high quality teaching and a strong breadth and depth of learning programs, catering for our students' varied needs and providing multiple pathway options. We are recognized for the range of extracurricular activities that our students can access including sports, bands, public speaking, dance, singing, drama, the Human Powered Vehicle Challenge, Science clubs and elite sporting programs. Horsham College is committed to developing the skills and leadership capacity of staff and fostering a learning community that shares best practice with other schools.

The multi-million dollar Wimmera Trade Training Centre, which involves a partnership among twelve district Secondary and P-12 Colleges as well as with Federation University and Longerenong College, is located on our College grounds and the College provides five VET programs for students from the partner schools. The College receives strong support from the majority of its parents and is integral to the community. The College staff have worked hard to develop positive links with community and educational agencies, including the Horsham City Rural Council, Wimmera-Southern Mallee LLEN, Skillinvest, Federation University and our neighboring schools both within Horsham and throughout the Wimmera. The College staff and its community should be proud of the opportunities it provides. It provides extension classes via the Select Entry Accelerated Learning Program and an accelerated VCE pathway. The College community is part of the Koorie Inclusive School Wide Positive Behaviors program and Horsham College is a Child Safe School. The College has 102.3 equivalent full-time staff: 4 Principal class, 6.4 Leading Teachers, 61.7 Teachers and 30.2 Education Support Staff. Horsham College also has two part time College Chaplains and is part of the Doctors in Secondary Schools initiative.

Framework for Improving Student Outcomes (FISO)

In 2019 Horsham College had its annual four year review. This process was a positive experience for the College and acknowledged the continued growth in culture and safe and secure environment for teaching and learning that has been developed. The review has challenged leadership and staff with the need to now focus directly on teaching and learning which will be the focus for school improvement over the next four years. The review has set a number of important goals in order to improve student outcomes and to use student voice and agency as key vehicles for school improvement. The central focus of this to improve literacy and numeracy and VCE and VCAL outcomes to consistently achieve about state average. Horsham College's leadership and staff are committed to adhering to targeted literacy and numeracy plans and cultural aspects of the College, such as our academic expectations policy. A number of data sets have been used to monitor the implementation of these strategies including annual testing outside of Naplan. Improvements in the decrease in low growth from Year 7 to 9 and the increase in the medium to high growth for these year levels have been made possible through interventions targeted for this purpose. Acceleration strategies for our high achieving students have promoted a culture of high achievement. Our intervention strategies for students who may have needed support in numeracy and literacy have shown student improvement through the tracking of this data although writing remains a particular area of focus for Years 7 to 10.

An increased focus on attendance has also made a significant impact in the importance of education for students and families with students at Horsham College having absences below state. The College continues to work with students, staff, parents and guardians and students to impact on students lives.

Achievement

Horsham College has undertaken a dramatic change in the last five years. This change has been a direct result of interventions by the leadership team and staff who have promoted a change of culture and a focus on creating a safe and secure environment for learning and a high level of support for students and staff. These initiatives are evident by the high percentage of satisfaction shown in both the staff, parent and student opinion surveys and the high retention of students from Year 7 to 12. The high levels of staff and parental endorsement have also been complemented by a number of measures in student's achievements such as Horsham College's Naplan results.

Student achievement in Naplan in 2019 saw Numeracy achieve above state with 75.6% of students achieving Medium or High Growth. Naplan actual results for reading and numeracy were at state levels and the four year trend showed the College was above state. Writing growth results were of particular note with Year 9 averages below state and highlighting the need for intervention. This is reflected in the 2020 Annual Implementation Plan (AIP) and the 2020 Horsham College Literacy Annual Implementation Plan.

The 2020 AIP has three goals

- To improve literacy outcomes for all students
- To improve numeracy outcomes for all students
- To improve student engagement in learning

Our VCE results in 2019 were again above state mean and the four year trend data has also remained above state mean. Horsham College has remained as one of the top three large state government school outside of metropolitan Melbourne, a place it has held for the last four years.

The College had 15 Programs for Students with Disabilities (PSD) funded students. Horsham College ensures all DET requirements regarding PSD funded students are met including having per term Student Support Group (SSG) Meetings with Staff, Students and Parents in attendance and the development of Individual Education Plans (IEP). Parent/Guardian feedback has continued to be positive in how students are supported and their overall learning achievement.

Engagement

Student attendance continues to be a strong focus for Horsham College. Absence rates continue to be below than the state mean in 2019 at 17.5 and the four-year average is below state mean of 20.4 at 15.3. Horsham College will continue to emphasis the importance of attendance. Through the 2019 Annual Improvement Plan (AIP), a challenging target was set and achieved to reduce unexplained absences below 5%. Through the policies for Attendance and Academic Expectations, a stronger focus was put on responsibilities for attendance follow up as well as placing greater value on high attendance rates and explaining all absences. For 2019, Horsham College has introduced an in-school attendance officer to facilitate same day contact for absent students.

Student retention from Years 7-10 continued to be a strength in 2019 at 84.3% against a state mean of 75.6%. The exit data continued to improve and the difference between our results and the state mean has declined in comparison to 2015-2018 4-year average. The College continues to target resources to improve this data with increased careers and pathways support in both mainstream and alternative pathways programs and a greater emphasis on ensuring all students have a positive pathway before exiting the College. As well as reviewing and updating the Horsham College Exit process.

Whilst we have been able to reengage significant numbers of students into education we need to improve their educational outcomes and ultimately their future employment and further training opportunities. A significant challenge is the number of students who are aged 18 in our alternate programs who we work closely with to find a positive pathway prior to exiting. Student engagement and transitions will continue to be focus in 2020. The College is also working to improve the access to school data to enable better tracking of student pathways and programs and has in 2020 appointed a Leading Teacher for Careers VCAL and VET to further enhance the Colleges ability to support students pathways and transitions beyond school.

Wellbeing

The College's mean for Years 7-12 in student attitudes to school data was at or slightly above the state mean for 2019 at 56.3% and also above our four year mean of 55.9% which continues to be above state mean of 52.3%. The manner in which the College deals with bullying also was above state in 2019 at 64.3% and was above our four year trend 62.2% which also remained well above state 55.8%. These results reflect the investment of the College in Student Engagement and Wellbeing. However, an area for further focus is Student Voice and Agency; this is being addressed through a review of the Student Leadership structure and the election process as well as the development of a Student Voice Annual Implementation Plan.

Horsham College continues to focus on building the culture of the school to reflect a more inclusive program. A key focus for 2019 was the widespread implementation of the Resilience Project, which involves providing students with the skills to become more empathetic, grateful and mindful within a curriculum that incorporates inclusion of all students from diverse backgrounds and cultures. Horsham College's Leadership will continue to invest in this area, and has committed significant resources to ensure change occurs and students and staff are learning and teaching in a safe and positive learning environment. This will be reflected in updated policies, as well as student and community forums and the implementation in 2019 of a third sub school on our main campus.

Horsham College has implemented a multi-disciplinary wellbeing team, which delivers researched based programs, supports students and provides advice and support to teachers on engagement and wellbeing matters. The team is structured in alignment with the sub school structures, Middle, Senior and Alternate Programs, as well as access to two College Chaplains, funded in part by the community. The College Wellbeing Team will continue to deliver a range of targeted programs aimed to be proactive rather than reactive and have continue its use of the updated pastoral support database – SEQTA - which has enable improved record keeping and follow up.

As a school community we have built close links with the Network Student Support Services staff as well as with DHHS, Uniting Wimmera, Grampians Community Health and Headspace Horsham. We have also accessed support and programs provided by WSMLLEN.

Financial performance and position

Horsham College managed its funds as per DET guidelines and used the income and resources prudently to maximize the impact on student learning in 2019. The income of \$13,218,028 involved approximately \$10.8 million dollars provided by the Government including \$943,504 for equity funding and the remainder from locally raised funds. The locally raised funds included payments by parents for camps and excursions, essential items and trading operations. Expenditure of just over \$12,741,808 involved \$531,696 on property maintenance (for example, cleaning, buildings maintenance and repairs and grounds maintenance) while significant amounts were spent on consumables, trading and utilities. The \$702,350 referenced as 'miscellaneous' involved almost one-half of the expenditure on service providers for delivery of VET and Satellite VCAL subjects and the Alternative Programs run by the College. The operating surplus was a result of a significant decrease in spending on maintenance a reflection of the improved state of the College facilities, a decrease in utilities and a reflection of the increased student numbers aligning with current staffing numbers as planned.

The Financial commitments statement indicates that the majority of the funds carried forward are allocated to assist in the maintenance and replacement of college facilities and the proposed building program.

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 Departmental policies, school council approvals and the intent/purposes for which funding was provided or raised.

For more detailed information regarding our school please visit our website at <https://www.horsham-college.vic.edu.au>

Performance Summary

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

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

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

SCHOOL PROFILE

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

Enrolment Profile

A total of 976 students were enrolled at this school in 2019, 474 female and 502 male.

5 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

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

Parent Satisfaction Summary

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

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	80.0	73.0	64.9	79.3

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)	58.1	54.2	43.8	63.0

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary 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 7 to 10 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	89.0	78.4	63.3	90.2	Above
Mathematics	87.3	67.9	47.2	85.5	Above

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

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 7	Reading (latest year)	58.1	52.6	40.0	67.4	-
Year 7	Numeracy (latest year)	64.9	53.9	40.0	67.6	-
Year 9	Reading (latest year)	43.0	43.8	31.4	57.9	Above
Year 9	Numeracy (latest year)	47.7	42.9	29.9	59.9	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	55.5	49.8	38.3	62.0	-
Year 7	Numeracy (4 year average)	60.3	53.0	40.7	67.1	-
Year 9	Reading (4 year average)	48.1	42.0	31.9	54.1	-
Year 9	Numeracy (4 year average)	49.0	41.5	29.9	57.9	-

NAPLAN Learning Gain

Learning Gain of students from year levels 5 to 7 and year levels 7 to 9 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
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	30.5	53.9	15.6
Year 5 to 7	Numeracy	25.7	58.8	15.4
Year 5 to 7	Writing	41.7	43.2	15.2
Year 5 to 7	Spelling	33.3	50.4	16.3
Year 5 to 7	Grammar and Punctuation	23.7	56.3	20.0
Year 7 to 9	Reading	31.6	47.4	21.1
Year 7 to 9	Numeracy	24.8	61.1	14.2
Year 7 to 9	Writing	51.7	34.5	13.8
Year 7 to 9	Spelling	37.1	49.1	13.8
Year 7 to 9	Grammar and Punctuation	27.6	50.0	22.4

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.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	28.6	27.3	25.5	29.7	Above
Mean Study Score (4 year average)	29.3	27.2	25.3	29.5	-

Students in 2019 who satisfactorily completed their VCE: **97 percent.**

Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **17 percent.**

VET units of competence satisfactorily completed in 2019: **97 percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **96 percent.**

ENGAGEMENT

Average Number of Student Absence Days

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

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

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	17.5	21.3	16.7	26.5	Above
Average number of absence days (4 year average)	15.3	20.4	15.8	25.1	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	92	89	90	92	94	90

Student Retention

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

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	84.1	75.6	66.7	82.1	Above
Retention (4 year average)	83.6	75.3	67.1	80.8	-

Students exiting to further studies or full-time employment

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

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	85.4	90.1	81.8	98.6	Below
Student Exits (4 year average)	82.7	91.1	83.0	97.4	-

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

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 7 to 12.

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)	56.3	52.0	43.6	61.9	Above
Percent endorsement (3 year average)	55.9	52.3	44.5	62.0	-

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 7 to 12.

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)	64.3	56.2	45.1	66.9	Above
Percent endorsement (3 year average)	62.2	55.8	47.0	66.2	-

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$10,370,070
Government Provided DET Grants	\$1,673,395
Government Grants Commonwealth	\$0
Government Grants State	\$55,829
Revenue Other	\$261,039
Locally Raised Funds	\$857,696
Capital Grants	\$0
Total Operating Revenue	\$13,218,028

Equity ¹	Actual
Equity (Social Disadvantage)	\$853,905
Transition Funding	\$0
Equity (Catch Up)	\$89,599
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$943,504

Expenditure	Actual
Student Resource Package ²	\$10,396,853
Adjustments	\$0
Books & Publications	\$5,738
Communication Costs	\$39,605
Consumables	\$271,632
Miscellaneous Expense ³	\$702,350
Professional Development	\$26,729
Property and Equipment Services	\$531,696
Salaries & Allowances ⁴	\$267,495
Trading & Fundraising	\$221,643
Travel & Subsistence	\$50,855
Utilities	\$227,211
Total Operating Expenditure	\$12,741,808
Net Operating Surplus/-Deficit	\$476,220
Asset Acquisitions	\$8,894

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$1,034,030
Official Account	\$67,114
Other Accounts	\$28,187
Total Funds Available	\$1,129,332

Financial Commitments	Actual
Operating Reserve	\$367,256
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$141,987
School Based Programs	\$73,727
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$356,151
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$43,060
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$65,464
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,047,645

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').