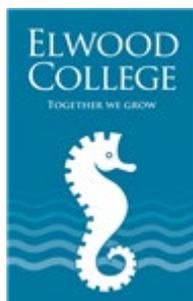


# 2019 Annual Report to The School Community



School Name: Elwood College (7810)



- 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 21 July 2020 at 10:45 AM by Todd Asensio (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 07 August 2020 at 10:18 AM by Wendy Dunstan (School Council President)

## About Our School

### School context

Our maxim Together We Grow reflects the collaborative approach to learning that is central to Elwood College. Elwood College strives for academic excellence, to be a place where all students are empowered to learn and achieve. We focus on high quality teaching practice and the best conditions for learning which equips students with the knowledge, skills and dispositions for lifelong learning and shaping the world around them. Our values are Respect, Integrity, Care and Compassion. Our mission is to foster in students a love of learning; to build their resilience; to enable them to approach the future with optimism; and to equip students with the skills and attitudes that will enable them to be productive and responsible global citizens.

Elwood College encourages students to pursue excellence in a culturally diverse learning environment through the development of positive, respectful and cooperative relationships. We have a high expectation that students will continue onto tertiary studies with enthusiasm and confidence. We focus on developing 'future-ready' students, equipped for life beyond school in a challenging local and global environment. Independent, inquisitive learning, and global perspectives are incorporated throughout the curriculum. Classroom activities are designed to teach responsibility, leadership and collaboration. Co-curricular programs assist build school pride, engage with peers and ensure a sense of well-being at school. Students are expected to be active participants in a range of additional school programs including sport, music, productions, camps, intra-school competitions and student leadership.

We value the partnership between families and the college. We encourage and support parents and families to be engaged in student curriculum activities, our school culture and environment. Elwood College has developed a sophisticated transition process, Second Storey, with our feeder primary schools, and we are working on building stronger relationships between primary, secondary and tertiary education settings to provide students with a continuum of learning and a strong sense of community. We value partnerships with a range of community, educational, industry and government organisations both in Victoria and overseas.

Global citizenship is fostered through real world contexts for learning. Our diverse student population, International Student Program and Sister City relations provide opportunities for open and sustained global communication and interactions.

The Student Family Occupation Education (SFOE) index was 0.26 in 2019. The staffing profile of Elwood College includes a Principal and Assistant Principal, 61 teachers and 18 full time equivalent Education Support (ES) staff.

### Framework for Improving Student Outcomes (FISO)

To improve the academic and social outcomes of Elwood College, the major focus from the FISO improvement model has been on Building Practice Excellence. Elwood College's professional learning is focused on student outcomes, staff and student collaboration, provision of feedback, reflective practices and collecting, analysing and evaluating student data to inform teaching and learning practices.

All teachers have continued their focus on pedagogy (HITS) through their participation in both Professional Learning Teams and Domains. In addition to improving student growth in content and skills, domains have continued to focus on developmental assessment rubrics. These rubrics have been aligned across year levels and subjects in the Middle School.

### Achievement

Student achievement is an area that Elwood College has placed great emphasis on in recent years, having improved the average VCE study score from 27 in 2012 to 30 in 2017 and having now maintained this for three consecutive years. The Year 7 and Year 9 NAPLAN results indicate that Elwood College has greater percentage of students in the top three bands in reading, writing and numeracy. Reading growth is particularly strong and this can be attributed the

dedicated hard work of the English Language Domain, the MYLNS Program and the Reading Program, whereby students in years seven to ten must read for 15 minutes at the beginning of every class. In 2019, Elwood College introduced a Science Specialist, to complement the existing Numeracy and Literacy specialists, whose role is to improve pedagogical practices across the domain whilst improving student outcomes.

In 2019, 96% of Elwood College students successfully achieved their Victorian Certificate of Education, and the cohort's VCE results were very pleasing and an excellent reflection of the hard work and commitment demonstrated by staff and students alike. Our students achieved results above the state mean, with an average study score of 30.8 and 12.6% of students receiving at least one study score over 40. The 2019 Elwood College Dux received an ATAR of 99.20. Elwood College was above the mean study score for all VCE subjects when compared with similar schools.

The teacher judgement of student achievement results in relation to Victorian Curriculum, indicate that Elwood College is slightly above the State median for English and on par with the state median for Mathematics.

Elwood College had 16 students on the Program for Students with Disabilities. Through increased continuity between sub-schools with a dedicated learning support team, regular Student Support Group meetings and working collaboratively with outside agencies such as visiting teachers and para-professionals, the PSD students made significant progress in 2019.

In 2020, to further increase student achievement, Elwood College will:

- \* Maintain an average VCE study score of 30 or above
- \* Improve relative growth from Year 7 to Year 9 NAPLAN in literacy and numeracy
- \* The further implementation and development of the MYLNS program
- \* Continual staff professional learning and conduct a thorough analysis of VCE results in particular the identification of subjects for targeted intervention (French, Japanese, Food Studies, Chemistry, Biology, Business Management). Data to be analysed by teachers and strategies for improvement will be collated and shared. The Senior School Director will meet regularly with Domains to develop and action plans for improvement for individual subjects
- \* Encouraging more staff members to become VCAA assessors
- \* Ensure the adequate preparation around standardised testing
- \* Continue to focus on HITS in both Domains and PLCs

## Engagement

As the main indicator of student engagement, attendance data indicates Elwood College records fewer absences than state mean. Student attendance is a major focus of Elwood College. The importance of school attendance is promoted by utilising a whole school approach. Attendance data is regularly monitored by the Student Attendance Officer for early identification of at-risk students. The School Attendance Officer, Home Group teachers and Year-Level Learning Leaders are responsible for following up with parents when an explanation for an absence is not provided. School Attendance strategies and implementation are overseen by the Assistant Principal.

The Middle Years Literacy and Numeracy Support (MYLNS) initiative was introduced in 2019 and was successfully introduced at Elwood College, improving the basic literacy and numeracy skills for at-risk students in Years 9 and 10. At-risk students were identified and then assisted with literacy or numeracy with a dedicated MYLNS teacher. A MYLNS room was set up for these students which assisted in the implementation of the program. After one year the Program was deemed very successful and improved at-risk students' engagement with school.

Elwood College focuses heavily on student transitions both from primary to secondary and from secondary to tertiary or employment. The Primary to Secondary Transition Program supports students as they make this transition and includes the three day Taster Program whilst in Grade 6 and the Orientation program for the first two weeks of Year 7, where students are taught the workings of Elwood College. Another induction program that is run by the College is the International Student Orientation Program, where new international students are provided with information regarding education at Elwood College. The Careers and Pathways program has continued to provide students with great

knowledge and opportunities in this area. All students from Year 7 through to Year 12 completed survey's regarding careers. The Year 9 students also completed the Morisby survey.

Student voice and agency continued to be a major focus. The AToSS for student voice and agency indicated that this is an area for improvement. As an important part of the school's AIP, a forum was conducted for staff by the Head of Learning and Technology Consulting, to formulate strategic planning for student voice and agency. Additionally, all students are given an opportunity to be apart of the Student Representative Council (SRC).

In 2020, to further increase student engagement, Elwood College will:

- \* Ensure that the Attitudes to School Survey (AToSS) improves by 5% in student endorsement for student voice and agency
- \* Facilitate PLCs where the focus is on student voice and agency
- \* Continue to develop strategies to increase student voice and agency
- \* Expand student leadership opportunities to give students greater voice

## Wellbeing

Elwood College has worked hard to implement strategies to ensure students feel a sense of belonging and connectedness at school. All students belong to a Home Group and have one teacher as a point of contact with whom they can discuss any issues and express their voice.

In 2019 Elwood College hired a Mental Health Practitioner to support our existing Student Well-being Coordinator. The two highly qualified counselors are available at any time for students to make appointments in a private and secure space. The Well-being Team has facilitated new initiatives such as Tuning into Teens, which have been presented to parents to educate them on the emotional intelligence of teenagers. Other initiatives that have taken place are Safe Minds, Safe Schools and various other health promotion workshops. In addition to these the Well-being team liaises with external service such as Headspace, Alfred CYMHS and Star Health in order to ensure that students are supported both at school and are linked in with external services when necessary.

## Financial performance and position

The annual financial result of \$142 783 was a surplus in 2019 because of careful financial management and improved cash flow whilst still providing excellent educational outcomes. The extraordinary revenue of approximately \$164 000 was the Pick My Project grant, which was used to enhance community facilities within the school. Extraordinary expenditure items included significant landscaping projects to upgrade our external facilities. This included the Pick My Project expenditure.

The school received \$69 396 equity funding which was used to support disadvantaged students by providing extra resources and personnel.

The Pick My Project was a special grant as mentioned above.

Elwood College runs a well-established international program which receives funding (\$1 614 530) from the International Education Division. This Program provides cultural diversity within the school and the community, assists in the maintenance of class sizes in VCE subjects and provides additional funding that benefits all students.

**For more detailed information regarding our school please visit our website at**

**<http://www.elwood.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 Secondary Schools:  Results for this school:  Median of all Victorian Government Secondary Schools: 

### School Profile

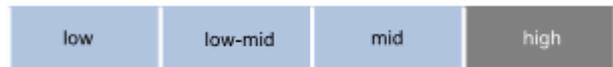
#### Enrolment Profile

A total of 821 students were enrolled at this school in 2019, 368 female and 453 male.

12 percent were EAL (English as an Additional Language) students and 1 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).

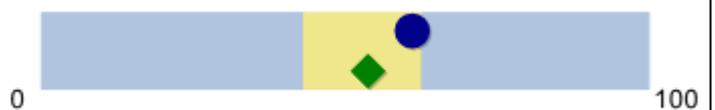
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



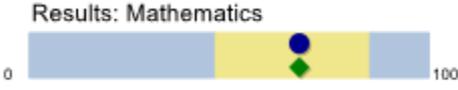
#### School Staff Survey

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.



## Performance Summary

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

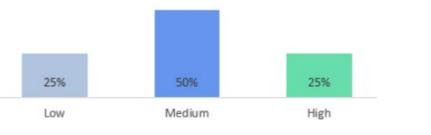
## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Secondary Schools:  Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Year 7</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 7.</p> <p>Year 7 assessments are reported on a scale from Bands 4 - 9.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.</p>
<p><b>NAPLAN Year 9</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 9.</p> <p>Year 9 assessments are reported on a scale from Bands 5 - 10.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Below <span style="color: blue; font-size: 2em;">●</span></p> <p>Below <span style="color: blue; font-size: 2em;">●</span></p>

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Secondary Schools: ■  
 Results for this school: ● Median of all Victorian Government Secondary Schools: ◆ **Key:** Similar School Comparison  
● Above ● Similar ● Below

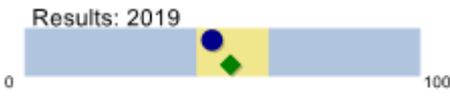
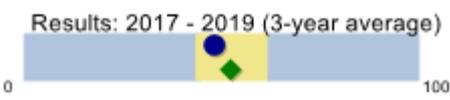
Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Learning Gain Year 5 - Year 7</b></p> <p>Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b></p> <p>26% Low 52% Medium 23% High</p> <p><b>Numeracy</b></p> <p>25% Low 54% Medium 21% High</p> <p><b>Writing</b></p> <p>17% Low 48% Medium 35% High</p> <p><b>Spelling</b></p> <p>21% Low 52% Medium 27% High</p> <p><b>Grammar and Punctuation</b></p> <p>27% Low 53% Medium 20% 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>Statewide Distribution of Learning Gain (all domains)</p>
<p><b>NAPLAN Learning Gain Year 7 - Year 9</b></p> <p>Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling &amp; Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<p><b>Reading</b></p> <p>39% Low 40% Medium 21% High</p> <p><b>Numeracy</b></p> <p>38% Low 45% Medium 17% High</p> <p><b>Writing</b></p> <p>27% Low 41% Medium 32% High</p> <p><b>Spelling</b></p> <p>16% Low 52% Medium 32% High</p> <p><b>Grammar and Punctuation</b></p> <p>29% Low 43% Medium 27% 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>Statewide Distribution of Learning Gain (all domains)</p>
<p><b>Victorian Certificate of Education (VCE)</b></p> <p>Mean study score from all VCE subjects undertaken by students at this school.</p> <p>This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.</p>	<p>Results: 2019</p>  <p>Results: 2016 - 2019 (4-year average)</p> 	<p>Above <span style="color: teal; font-size: 2em;">●</span></p>
<p>Students in 2019 who satisfactorily completed their VCE: <b>96%</b>          Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: <b>13%</b>          VET units of competence satisfactorily completed in 2019: <b>72%</b>          Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: <b>N/A</b></p>		

## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Secondary Schools: Results for this school: Median of all Victorian Government Secondary Schools: **Key:** Similar School Comparison: Above Similar Below

Engagement	Student Outcomes	Similar School Comparison												
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> 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><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Below </p>												
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1"> <thead> <tr> <th>Yr7</th> <th>Yr8</th> <th>Yr9</th> <th>Yr10</th> <th>Yr11</th> <th>Yr12</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>87 %</td> <td>86 %</td> <td>89 %</td> <td>93 %</td> <td>94 %</td> </tr> </tbody> </table>	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	91 %	87 %	86 %	89 %	93 %	94 %	<p>Similar school comparison not available</p>
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12									
91 %	87 %	86 %	89 %	93 %	94 %									
<p><b>Student Retention</b></p> <p>Percentage of Year 7 students who remain at the school through to Year 10.</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2016 - 2019 (4-year average)</b></p>	<p>Below </p>												
<p><b>Exit Destinations</b></p> <p>Percentage of students from Years 10 to 12 going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.</p>	<p><b>Results: 2019</b></p> <p><b>Results: 2016 - 2019 (4-year average)</b></p>	<p>Below </p>												

## Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Secondary Schools: <span style="background-color: yellow; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>		Similar School Comparison: <span style="color: teal;">●</span> Above <span style="color: lightblue;">●</span> Similar <span style="color: blue;">●</span> Below	
Results for this school: <span style="color: blue;">●</span> Median of all Victorian Government Secondary Schools: <span style="color: green;">◆</span>			
Wellbeing	Student Outcomes	Similar School Comparison	
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2019</b></p>  <p><b>Results: 2017 - 2019 (3-year average)</b></p> 	<p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p>	
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p><b>Results: 2019</b></p>  <p><b>Results: 2017 - 2019 (3-year average)</b></p> 	<p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p>	

## Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$7,042,719	High Yield Investment Account	\$939,233
Government Provided DET Grants	\$1,614,530	Official Account	\$96,858
Government Grants State	\$164,301	Other Accounts	\$153,642
Revenue Other	\$59,162	<b>Total Funds Available</b>	<b>\$1,189,733</b>
Locally Raised Funds	\$1,581,903		
<b>Total Operating Revenue</b>	<b>\$10,462,616</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$46,859		
Equity (Catch Up)	\$22,536		
<b>Equity Total</b>	<b>\$69,396</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$7,474,574	Operating Reserve	\$398,015
Books & Publications	\$17,215	Other Recurrent Expenditure	\$134
Communication Costs	\$36,892	Funds Received in Advance	\$285,395
Consumables	\$206,570	Repayable to the Department	\$350,000
Miscellaneous Expense <sup>3</sup>	\$1,081,383	Capital - Buildings/Grounds < 12 months	\$150,000
Professional Development	\$47,658	<b>Total Financial Commitments</b>	<b>\$1,183,544</b>
Property and Equipment Services	\$791,123		
Salaries & Allowances <sup>4</sup>	\$422,368		
Trading & Fundraising	\$15,249		
Travel & Subsistence	\$135,517		
Utilities	\$91,284		
<b>Total Operating Expenditure</b>	<b>\$10,319,833</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$142,783</b>		
<b>Asset Acquisitions</b>	<b>\$57,820</b>		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 20 March 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)

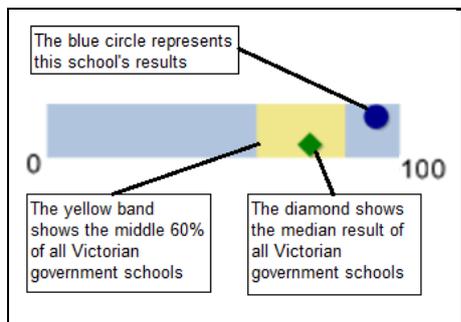
### Engagement

- 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').