**2019 Annual Report to**

**The School Community  
  
School Name: Natimuk Primary School (1548)**

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| * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 April 2020 at 02:30 PM by Ingrid Clarkson (Principal) |

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| 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 04 May 2020 at 10:43 AM by Stuart Mathieson (School Council President) |

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**About Our School**

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| School context |
| Natimuk is a rural township with a population of about 450, a little more than 320kms west of Melbourne and 25kms west of Horsham. The community of Natimuk is diverse and has been strongly influenced by its proximity to the famous landmark, Mt. Arapiles. Rock climbing and the Outdoor Adventure Industry are dominant and attract schools from all over Victoria for camping, climbing and leadership courses. Even with generations of farmers and professionals, the community has been labelled 'alternative' due to the artistic flavour and lifestyle it brings. The community’s expertise in the arts has been of great benefit to our school as ongoing partnerships have been formed.  Natimuk Primary School draws its students from the town and the surrounding farming district and is one of the last small schools west of Horsham. The school is regarded as the hub of the community and the parents and school community participate keenly in the continuing life of the school. There are currently 30 students enrolled and we are fortunate to have specialist programs such as PE, Science, Library, Music, Japanese and Art. We have a strong focus on Student Health, Well Being and Safety and use the You Can Do It Program, the Bucket Filler program and the Restorative Practice approach to behaviour management to strengthen positive staff, student and parent relationships. We have multi-age classrooms, provide intervention and advancement in Literacy and Numeracy and offer Speech Therapy assistance. Extra curricula activities include swimming, athletic sports, sports events, camps, excursions, incursions, Book Week, charity fundraisers, Meals on Wheels, Nati Frinj festival, Eisteddfod, Agricultural Show and the end of year school concert. Senior students take on leadership roles by being on the Junior School Council and taking an active role as School Leaders and House Captains. Even though we are a small school, our Year 6s are well prepared for their secondary schooling and have all experienced success academically, in the sporting field, in Literacy and music. The schools workforce profile consists of: 1 principal class, 1 full time teacher, 1 0.8 teacher, 2 Education Support officers and specialist teachers. Natimuk Primary School is committed to the safety and wellbeing of all children and young people.  School Oath:  Our Values are reflected in our school oath, which has been developed by our students - “As a proud Australian I will have the courage to speak loud and strong, I will respect myself and others, be inclusive and supportive of my community,  I will be responsible for my actions, be hard working and strive to do my best in all I do.”   Mission Statement:  Natimuk Primary School strives to develop resilient, responsible and caring individuals, prepared for the demands of a world characterised by ongoing change.   Rationale:  Natimuk Primary School is committed to the safety and wellbeing of all children and young people. We provide a friendly and caring environment that promotes excellence in learning; encourages personal growth and wellbeing for all students; respects diversity and difference; provides support and professional motivation for staff; and involves and includes parents and the wider community.  Teaching and Learning: Natimuk Primary School is committed to continually improving teaching and learning programs to maximize children’s potential and develop a healthy self-esteem. We encourage ongoing learning and acknowledge the importance of ‘teaching how to learn’ by: • encouraging and supporting ongoing learning by students and staff • providing every individual student with challenges appropriate to their level of social, emotional and cognitive development, thus providing them with opportunities to experience success and growth • nurturing the development of mutual respect and a healthy self-esteem in each and every student  Values and Skills:  Natimuk Primary School embeds our core values in our teaching and classroom practice. We nurture students’ personal development, through our ‘you can do it’ skills.   Our school/community values and skills are: Respect: Being tolerant of yourself and others  • Listen to peers and staff and be open to other people’s ideas and points-of-view • Refrain from making judgements based on differences • Talk in a confident voice - speak out if you or someone else is being treated unfairly Integrity: Doing the right thing even when no one is watching  • Play by the rules and be fair • Think about the impact of your actions on other people before you act • Be independent and true to your beliefs – even if classmates think it is silly or stupid Responsibility: Owning the consequences (results) of your actions • Be the person to rely on and trust  • Perform or complete tasks to your best ability, but don’t be afraid to ask for help • Accept yourself even when you make a mistake  Excellence: Striving to do your absolute best  • See your goal and find steps to reach it - Dream , plan it, do it • Give effort – the harder you try, the more successful you will be • Work Tough – persist with the things you don’t enjoy, find difficult or boring • Be positive even when things aren’t going your way – you can do it! |
| Framework for Improving Student Outcomes (FISO) |
| Natimuk Primary School undertook a school review at the end of 2018 so a new Strategic Plan was created at the start of this year. The focus for the next four years is on Numeracy and LIteracy, promoting STEM across the curriculum and improving Student Voice and Agency. Our efforts this year were on investigating and exploring current practices and new programs and upskilling staff to ensure an easy transition to the implementation of new programs. Our exploration and implementation were in CAFE Reading and SMART spelling. These new programs promote communication and goal setting and assist in curriculum planning due to their clear and explicit strategies.  KIS 1.a Building practice excellence Consolidate capacity of teachers to consistently deliver the school’s instruction model, high impact teaching strategies The outcomes desired by this strategy were:  Increased Staff knowledge of High Impact Teaching Strategies Improved communication / feedback between teachers and students Student's actively engaged with learning goals and planning their own learning Teacher's planning will show realistic but differentiated learning goals Consistency in of practice across the whole school  KIS 2.a Curriculum planning and assessment Develop and implement a curriculum plan and assessment framework to inform student learning. The desired outcomes for this strategy were: Teacher understanding of the Numeracy content and instruction Improved teaching practice to match learning intentions and success criteria Improved student motivation and stimulated learning as lessons become more meaningful and well planned and presented More accurate teacher assessment of student abilities Students and teachers more informed to set learning goals  KIS 3.a Building practice excellence Build teacher capacity in order to promote and amplify student voice and agency in student learning. The desired outcomes for this strategy were: Increased student involvement in setting learning goals Increased student involvement in curriculum planning Increased teacher capacity to motivate and stimulate the students in learning  Stimulating Learning and Motivation and Interest were the key areas for the 2019 and 2020 Annual Implementation Plan and are key goals in our newly formed Strategic Plan. Whilst currently in a low percentage range it is our aim to work with students and staff to gain understanding in what and how Stimulating Learning, and Motivation and Interest looks like. |
| Achievement |
| Natimuk Primary School invested heavily in the consistency of programs and curriculum delivery during 2019. Various forms of assessment enabled a collection of data that was analysed to inform teaching and learning. Staff undertook Professional Development internally and externally to build teaching capacity and practice excellence. The introduction of CAFE Reading from Prep to Year 4 has been the catalyst for reading improvement across the year levels. We will continue to implement this program to observe reading growth over time.   Naplan -  Literacy 100% of year 3 and year 5 students achieved above the national minimum standards in Writing, Spelling, Grammar and Punctuation in 2019. In Reading 67% of students achieved at the highest level, well above the national minimum standards in Year 3 while 100% of year 5 achieved above the national minimum standards.  Numeracy -  100% of Year 5 and 67% of Year 3 achieved above the national minimum standards.  In Year 3 where students were not at or above the national minimum standard they participated in intervention and support programs provided by school. |
| Engagement |
| With the introduction of an online system to address attendance there has been a significant reduction in unexplained absences across all year levels. Parents are sent an SMS in the morning when a student is marked absent with no explanation. Parents responded quickly and gave more information which enabled the absence to be approved. A more efficient coding system has more easily categorized the absence making it easier to analyse and address. 73% of students have a positive attitude towards attendance. Family holidays still account for the highest number of absences across all year levels. This will always be the case as farmers look for the most ideal time within their work schedule to be with the family and take some time off. A number of families have international relatives and will attach an extra week to a school holiday to make an international family visit worthwhile. The next significant absence is medical. No one year level is more or less absent than another. |
| Wellbeing |
| The safety and well-being of students at Natimuk Primary School is of paramount importance. We begin our day with informal greetings as students and parents arrive at school. Everyone is made to feel welcome and can stay and be part of learning programs if they choose.  In our Attitudes to School Survey it shows that Student Safety lies in the fourth quartile with 78% of children feeling that the school is managing bullying and that 92% of children are not bullied at our school.  The Parent Opinion Survey shows that 88% of parents are involved in the school and 93% have a positive response to the communication with the school. Parent Satisfaction is at 82% and School Pride and Confidence is at 83%.  There is a 91% endorsement for Staff Safety and Wellbeing with all areas of safety generating an overwhelming postive reponse. We continue to use the Restorative Practice approach to behaviour management to support Student Voice and Agency. The Bucket Fillers wellbeing program is in its second year and has fantastic traction as children use postivie language both in and out of the classroom, reflective of that being taught. We have received postive parent feedback as the language is simple and can be used at home. |
| Financial performance and position |
| During 2019 we continued to improve and consolidate our financial position by making effective workforce and resource management decisions. While the current trend shows a marked increase in our financial position we have committed our funds strategically to support our school in both the short term and the long term. Our fiscal policy strategies included provision for asset replacement, building and maintenance projects, on-going staffing contingencies, and curriculum provision. It was important for us to look at our projected enrolments and staffing profile and budget accordingly. We have made long term plans to cater for the downward trend in enrolments and to manage salary increments for our workforce as well as a change in our workforce profile. We finished the year with a small surplus after paying a deficit recovery of $35,061. Our major source of revenue is the Student Resource Package and our main expenditure is staffing. We received a number of grants during 2019 to address Inclusion and absences. 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.  Over the years we have established a staff who specialise in specific areas of the curriculum, and support staff and students in the classroom. Our financial position enables us to continue to make provision in the curriculum for all subjects, taught by staff with expertise in their field. We are demonstrating that we are spending the year’s money to benefit the students within the financial year especially the equity funding allocated this year. We are able to maintain our buildings and grounds and provide adequate materials and resources to support the curriculum. Our Parent’s Association is a dynamic group who work tirelessly to fundraise for extra resources and equipment that will benefit our students. They are instrumental in purchasing some of our big ticket items and supporting camps and excursions. The members of the School Council and school community are very dedicated to the school and its surrounds and with their expertise and equipment we are able to make improvements to our school that would otherwise be impossible. I would like to formally acknowledge our appreciation to our school families for their enthusiasm and commitment to our school; their support is highly valued and we are extremely grateful. |
| **For more detailed information regarding our school please visit our website at** [**http://www.natimukps.vic.edu.au**](http://www.natimukps.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 primary school type.***

Enrolment Profile

A total of 30 students were enrolled at this school in 2019, 15 female and 15 male.

0 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: 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) | 94.5 | 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) | 93.4 | 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 | 95.7 | 89.7 | 81.7 | 95.0 | Above |
| Mathematics | 93.5 | 90.3 | 81.8 | 95.8 | Above |

**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) | np | 76.5 | 60.0 | 90.0 | np |
| Year 3 | Numeracy (latest year) | np | 67.7 | 50.0 | 84.6 | np |
| Year 5 | Reading (latest year) | 71.4 | 67.6 | 50.0 | 83.1 | Similar |
| Year 5 | Numeracy (latest year) | 42.9 | 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) | 77.8 | 73.0 | 59.7 | 84.9 | - |
| Year 3 | Numeracy (4 year average) | 72.2 | 67.1 | 52.4 | 80.7 | - |
| Year 5 | Reading (4 year average) | 73.7 | 64.1 | 50.0 | 77.8 | - |
| Year 5 | Numeracy (4 year average) | 63.2 | 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 | 33.3 | 33.3 | 33.3 |
| Numeracy | 16.7 | 66.7 | 16.7 |
| Writing | 0.0 | 83.3 | 16.7 |
| Spelling | 33.3 | 50.0 | 16.7 |
| Grammar and Punctuation | 66.7 | 33.3 | 0.0 |

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) | 14.4 | 16.3 | 13.9 | 19.4 | Similar |
| 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 | Percent | Percent | Percent | Percent | Percent | Percent |
| Attendance Rate (latest year) | 92 | 95 | 93 | 88 | 85 | 92 | 96 |

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) | 78.5 | 80.9 | 71.8 | 88.9 | Below |
| Percent endorsement (3 year average) | 71.6 | 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) | 89.7 | 81.6 | 72.2 | 90.0 | Similar |
| Percent endorsement (3 year average) | 88.0 | 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 | $396,590 |
| Government Provided DET Grants | $49,634 |
| Government Grants Commonwealth | $0 |
| Government Grants State | $0 |
| Revenue Other | $10,430 |
| Locally Raised Funds | $21,010 |
| Capital Grants | $0 |
| Total Operating Revenue | $477,663 |

| Equity 1 | Actual |
| --- | --- |
| Equity (Social Disadvantage) | $5,000 |
| Equity (Catch Up) | $0 |
| Transition Funding | $0 |
| Equity (Social Disadvantage – Extraordinary Growth) | $0 |
| Equity Total | $5,000 |

| Expenditure | Actual |
| --- | --- |
| Student Resource Package 2 | $395,096 |
| Adjustments | $3,806 |
| Books & Publications | $361 |
| Communication Costs | $1,174 |
| Consumables | $8,896 |
| Miscellaneous Expense 3 | $15,234 |
| Professional Development | $2,232 |
| Property and Equipment Services | $19,187 |
| Salaries & Allowances 4 | $12,648 |
| Trading & Fundraising | $4,364 |
| Travel & Subsistence | $0 |
| Utilities | $5,374 |
| Total Operating Expenditure | $468,371 |
| Net Operating Surplus/-Deficit | $9,292 |
| Asset Acquisitions | $0 |

**Financial Position as at 31 December, 2019**

| Funds available | Actual |
| --- | --- |
| High Yield Investment Account | $325,423 |
| Official Account | $6,518 |
| Other Accounts | $0 |
| Total Funds Available | $331,941 |

| Financial Commitments | Actual |
| --- | --- |
| Operating Reserve | $11,181 |
| Other Recurrent Expenditure | $0 |
| Provision Accounts | $0 |
| Funds Received in Advance | $694 |
| School Based Programs | $179,676 |
| Beneficiary/Memorial Accounts | $0 |
| Cooperative Bank Account | $0 |
| Funds for Committees/Shared Arrangements | $12,050 |
| Repayable to the Department | $0 |
| Asset/Equipment Replacement < 12 months | $46,622 |
| Capital - Buildings/Grounds < 12 months | $0 |
| Maintenance - Buildings/Grounds < 12 months | $57,104 |
| Asset/Equipment Replacement > 12 months | $7,000 |
| Capital - Buildings/Grounds > 12 months | $0 |
| Maintenance - Buildings/Grounds > 12 months | $0 |
| Total Financial Commitments | $314,326 |

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 SimilarSchool 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 Comparisonwill 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’).