

# 2018 Annual Report to The School Community



**School Name: Stevensville Primary School (5047)**



- 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 2018 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 24 April 2019 at 10:59 AM by Leanne Keane  
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, 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 2019 at 10:02 AM by Leonie Willett-Weyers  
(School Council President)

## About Our School

### School context

Stevensville PS is located in the western suburb of St Albans, 24 kms from Melbourne. The school consists of two original teaching blocks that comprise an Art/Craft facility, Physical Education Room, LOTE (Italian) room and well-equipped classrooms. The B.E.R. building houses a Library, classrooms and the school's Community Hub. The school has 10 classrooms in multi-age groupings from Grades 1-6.

In 2018, the enrolment was 212 students. Approximately 78.1% of these students speak another language at home, reflecting our culturally diverse student population. The SFOE is 0.71. There is a relatively high mobility rate as students enter and exit the school.

Stevensville's staff comprises 15.6 equivalent full-time staff: Principal, Assistant Principal, Learning Specialist, 10 classroom teachers, 3 specialist teachers and 9 ES staff at various time fractions in Office Administration and classroom support.

In Term 4, the school appointed a Primary Welfare Officer. We aim to develop caring, confident individuals who have the skills and positive attitudes to reach their personal potential. The school promotes a friendly, caring and stimulating learning environment. In an atmosphere of mutual respect, tolerance and cooperation, the learning, personal growth and well-being of students and teachers is enhanced. Parents and the wider school community are assisted, informed and involved in the learning of all children.

To enrich student learning we offer an extensive Intervention Program which includes Levelled Literacy and GRIN (Getting Ready in Numeracy). In 2018, a partnership with The Song Room provided all students with opportunities to learn and perform music. Students in Grades 3-6 have the opportunity to participate in a Camp program as a result of a partnership with DOXA.

Our Parent Satisfaction data indicates that the Stevensville Primary School parents' endorsement of the school is higher than the State median. Their General Satisfaction with the school ethos and environment is high as is their satisfaction with the effectiveness of teachers.

### Framework for Improving Student Outcomes (FISO)

Stevensville Primary School focussed on the following FISO initiatives:

Excellence in Teaching and Learning - Curriculum planning and assessment & Building practice excellence  
Positive Climate for Learning -Setting expectations and promoting inclusion

Curriculum Planning and Assessment along with Building practice excellence were the focus in our 2018 Annual Implementation Plan. Our key improvement strategy focused on embedding an agreed and viable curriculum in the learning areas of literacy and numeracy along with improving consistency in the planning and implementation of programs that cater for individual and cohort learning needs. A particular focus was on developing the capacity of staff to gather and use reliable data to plan for improvement.

As part of developing a positive climate for learning the school's key improvement strategy focussed on student well-being, leadership and positive behaviour support.

### Achievement

In 2018 Stevensville continued to develop teacher capacity to provide a differentiated learning program for its students through an extensive peer observation program. The Assistant Principal and Learning Specialist provided feedback regarding the teaching of Literacy and Numeracy across the school and professional development in Literacy. Collaborative planning for all teams continued to be facilitated by the Assistant Principal and Learning Specialist with the analysis of student learning data pivotal to this planning process.

Assessment and reporting strategies continued to be refined, with the tracking of student improvement through spreadsheets, pre- and post assessments in each area of the mathematics curriculum, ongoing reading assessments and whole school writing moderation. Four staff members participated in Bastow Literacy programs, which led to a school-wide awareness of highly effective teaching practices and resources (i.e.

Literacy Portal), an increased understanding of the need to conduct F & P assessments with fidelity, enhanced classroom libraries, and improved independent reading and conferencing practices. Individual Learning Improvement Plans were developed for all students identified as being at risk in their learning or in need of extension and for those students on the Program for Students with Disability (PSD). All PSD students showed progress at satisfactory or above in achieving their individual goals.

Analysis of the school's performance in NAPLAN shows that the school has not made the progress it had anticipated. There are, however, some results that can be celebrated. In Numeracy, the percentage of students demonstrating high learning gain (36%) exceeds similar schools and the State. The percentage of students making low learning gain in Spelling has decreased significantly from 2017, 31% to 18%. Medium to High Learning gains in Grammar & Punctuation and Spelling are above State levels at 86.3% and 81.8% respectively. Our attention is drawn to the higher percentage of students achieving low growth in Writing, this is significantly higher than could reasonably be predicted. One possible explanation for this result might be the transition from a paper to an on-line testing format.

### Engagement

A significant and targeted focus on student attendance was driven by the higher than acceptable levels of absenteeism in 2017. The unexplained absences for 2018 have decreased from 7.83 average number of student absence days to 5.23 as a result of improvement in school-wide processes to track and monitor attendance. A combination of personalised same-day contact and follow-up communication has resulted in parents calling the school to explain absences when their child is not at school. Three staff members attended Regional Professional Learning sessions to gain insight into strategies to further impact attendance data.

The Attitudes to School Survey, completed by students in Grades 4-6, provided data indicating that a high proportion of students feel a strong 'Sense of Inclusion' in the Stevensville environment. Lunch-time clubs were introduced to engage a wide range of students. Fizzics Science Club, STEM, Choir, and Art Club provided opportunities for cognitive and social engagement. Education Support staff are scheduled to supervise Plan for Play activities during recess and lunch-time. The activities include: life-size chess and checkers, co-operative games and calm play spaces. House Meetings were introduced to facilitate student leadership and complemented our strategies to improve relationships between students and connectedness with peers. The Survey data also indicated that students feel cognitively engaged in their learning is supported by data from the PIVOT Survey, in which students report that their teachers have different ways to teach new things. The Stevensville parent body also support this through their positive endorsement of teachers to cognitively engage students.

### Wellbeing

In line with our Wellbeing focus, Stevensville is committed to providing a safe and positive climate for learning, for all students. All data sets highlight that behaviour management needs to be a key improvement focus. The implementation of School Wide Positive Behaviour Support (SWPBS) continued across the school. The team responsible for this included representatives from each of the teaching teams, who attended professional learning throughout the year. The identification and understanding of minor and major student behaviours provided a lens to identify areas of focus for behaviour management and improvement. Win:Win agreements, a component of The Leader in Me, were developed collaboratively with students and teachers. The focus of these agreements was on students taking ownership of and responding to their actions. In recognition of the needs of students, staff participated in professional learning around understanding the impacts of trauma on children. Network experts were engaged to provide targeted professional learning to support teachers to identify triggers and motivators for very challenging student behaviours. Individualised management plans were developed and implemented in an effort to support student self-regulation.

Our ongoing commitment to all students at Stevensville Primary School is evident through the additional supports provided, including: Breakfast Club, school lunches, and apples. Furthermore, the employment of a Primary Welfare Officer ensures our students and families have access to a wide range of Student Support Services and

support agencies. Our students are also empowered to promote pro-social values and behaviours in all areas of the school and beyond through Social Skills activities, Games Club and counselling sessions. The school continued to employ a chaplain who works 2 days a week, assisting with the wellbeing of students and their families.

### **Financial performance and position**

During 2018, Stevensville Primary School continued to refine its budgeting procedures and the supporting policies to ensure it finished the year at an operating surplus. Equity funding and school-based funds were utilised to promote continued improvement in Literacy and Numeracy, Student Wellbeing and to support students on the Program for Students with Disabilities.

The school has maintained its commitment to providing smaller class sizes with an average class size of 22 students. Equity funds were used to provide an Intervention Teacher who supported students at risk in their reading. We continued to employ a Speech Pathologist one day per week to provide additional support for students with identified language difficulties. Funds were injected into resourcing classroom libraries with high quality, interesting and levelled texts for our students.

Significant money was spent on maintaining the school's buildings and grounds in 2018. A high proportion of this was spent on repairing broken or blocked pipes throughout the school. New drinking taps were purchased to replace the outdated ones. School Council has continued to allocate funds to the potential refurbishment of the student toilets. New interactive TVs were installed in the Prep-2 area and new tables and chairs were purchased for the 1/2 classrooms.

The school received a grant of \$30,000 from the Scanlon Foundation to continue to operate a Community Hub at the school, supplemented with a school-based allocation. Food Security grants were received which enabled our Community Hub to continue running the sustainable gardening and cooking sessions, which teach parents and the wider community the benefits of growing and cooking your own produce.

We continued to receive funding from the Federal Government towards the employment of a School Chaplain for the equivalent of two days per week. Pet Therapy continued this year with significant funding allocated to support the wellbeing of our students.




**For more detailed information regarding our school please visit our website at**  
<https://www.steveps.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 Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

| <b>School Profile</b>   |  |
|---|--|
| <p><b>Enrolment Profile</b></p> <p>A total of 212 students were enrolled at this school in 2018, 96 female and 116 male.</p> <p>75 percent were EAL (English as an Additional Language) students and 2 percent ATSI (Aboriginal and Torres Strait Islander) students.</p>   |  |
| <p><b>Overall Socio-Economic Profile</b></p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>  |  |
| <p><b>Parent Satisfaction Summary</b></p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p> |  |
| <p><b>School Staff Survey</b></p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>                              |  |

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools: 

| Achievement   | Student Outcomes  | School Comparison   |
|---|---|---|
| <p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 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> Lower</p> <p> Lower</p> |

## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

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




## Performance Summary





Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

| Achievement  | Student Outcomes  | School Comparison |      |        |      |      |      |     |      |        |      |      |      |     |      |        |      |     |      |        |      |      |      |     |      |        |      |      |      |   |
|--|---|-------------------|------|--------|------|------|------|-----|------|--------|------|------|------|-----|------|--------|------|-----|------|--------|------|------|------|-----|------|--------|------|------|------|---|
| <p><b>NAPLAN Learning Gain</b><br/>Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p> | <p><b>Reading</b></p> <table border="1"> <tr> <td>Low</td> <td>32 %</td> <td>Medium</td> <td>55 %</td> <td>High</td> <td>14 %</td> </tr> </table> <p><b>Numeracy</b></p> <table border="1"> <tr> <td>Low</td> <td>36 %</td> <td>Medium</td> <td>27 %</td> <td>High</td> <td>36 %</td> </tr> </table> <p><b>Writing</b></p> <table border="1"> <tr> <td>Low</td> <td>41 %</td> <td>Medium</td> <td>59 %</td> </tr> </table> <p><b>Spelling</b></p> <table border="1"> <tr> <td>Low</td> <td>18 %</td> <td>Medium</td> <td>64 %</td> <td>High</td> <td>18 %</td> </tr> </table> <p><b>Grammar and Punctuation</b></p> <table border="1"> <tr> <td>Low</td> <td>14 %</td> <td>Medium</td> <td>55 %</td> <td>High</td> <td>32 %</td> </tr> </table> | Low               | 32 % | Medium | 55 % | High | 14 % | Low | 36 % | Medium | 27 % | High | 36 % | Low | 41 % | Medium | 59 % | Low | 18 % | Medium | 64 % | High | 18 % | Low | 14 % | Medium | 55 % | High | 32 % | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Low  | 32 %  | Medium            | 55 % | High   | 14 % |      |      |     |      |        |      |      |      |     |      |        |      |     |      |        |      |      |      |     |      |        |      |      |      |   |
| Low  | 36 %  | Medium            | 27 % | High   | 36 % |      |      |     |      |        |      |      |      |     |      |        |      |     |      |        |      |      |      |     |      |        |      |      |      |   |
| Low  | 41 %  | Medium            | 59 % |        |      |      |      |     |      |        |      |      |      |     |      |        |      |     |      |        |      |      |      |     |      |        |      |      |      |   |
| Low  | 18 %  | Medium            | 64 % | High   | 18 % |      |      |     |      |        |      |      |      |     |      |        |      |     |      |        |      |      |      |     |      |        |      |      |      |   |
| Low  | 14 %  | Medium            | 55 % | High   | 32 % |      |      |     |      |        |      |      |      |     |      |        |      |     |      |        |      |      |      |     |      |        |      |      |      |   |



## Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school:  Median of all Victorian Government Primary Schools: 

| Engagement  | Student Outcomes | 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>School Comparison</b><br/>           A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1016 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>85 %</td> <td>87 %</td> <td>89 %</td> <td>89 %</td> <td>91 %</td> <td>90 %</td> <td>90 %</td> </tr> </tbody> </table> | Prep             | Yr1               | Yr2  | Yr3  | Yr4  | Yr5  | Yr6 | 85 % | 87 % | 89 % | 89 % | 91 % | 90 % | 90 % | <p><b>Results: 2018</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2015 - 2018 (4-year average)</b></p>  <p>Few absences &lt;-----&gt; Many absences</p> | <p> Lower</p> <p> Similar</p> |
| Prep  | Yr1              | Yr2               | Yr3  | Yr4  | Yr5  | Yr6  |     |      |      |      |      |      |      |      |   |   |
| 85 %  | 87 %             | 89 %              | 89 % | 91 % | 90 % | 90 % |     |      |      |      |      |      |      |      |   |   |

### Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:   
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

| Wellbeing  | Student Outcomes | 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>○ Lower</p> <p>○ Lower</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>○ Lower</p> <p>○ Lower</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<br>Summary for the year ending 31 December, 2018 |                    | Financial Position as at 31 December, 2018 |                  |
|--|--------------------|--|------------------|
| <b>Revenue</b>   | <b>Actual</b>      | <b>Funds Available</b>                     | <b>Actual</b>    |
| Student Resource Package   | \$2,487,239        | High Yield Investment Account              | \$59,944         |
| Government Provided DET Grants   | \$551,523          | Official Account                           | \$54,424         |
| Government Grants Commonwealth   | \$41,054           | Other Accounts                             | \$138,150        |
| Revenue Other  | \$20,808           | <b>Total Funds Available</b>               | <b>\$252,518</b> |
| Locally Raised Funds   | \$61,171           |  |                  |
| <b>Total Operating Revenue</b>   | <b>\$3,161,795</b> |  |                  |
| <b>Equity<sup>1</sup></b>  |                    |  |                  |
| Equity (Social Disadvantage)   | \$606,346          |  |                  |
| <b>Equity Total</b>  | <b>\$606,346</b>   |  |                  |
| <b>Expenditure</b>   |                    | <b>Financial Commitments</b>               |                  |
| Student Resource Package <sup>2</sup>  | \$2,092,037        | Operating Reserve                          | \$93,741         |
| Books & Publications   | \$6,373            | Other Recurrent Expenditure                | \$885            |
| Communication Costs  | \$6,015            | Asset/Equipment Replacement < 12 months    | \$19,742         |
| Consumables  | \$38,402           | Capital - Buildings/Grounds > 12 months    | \$138,150        |
| Miscellaneous Expense <sup>3</sup>   | \$302,608          | <b>Total Financial Commitments</b>         | <b>\$252,518</b> |
| Professional Development   | \$9,124            |  |                  |
| Property and Equipment Services  | \$262,222          |  |                  |
| Salaries & Allowances <sup>4</sup>   | \$43,050           |  |                  |
| Trading & Fundraising  | \$13,018           |  |                  |
| Utilities  | \$17,730           |  |                  |
| <b>Total Operating Expenditure</b>   | <b>\$2,790,581</b> |  |                  |
| <b>Net Operating Surplus/-Deficit</b>  | <b>\$371,214</b>   |  |                  |
| <b>Asset Acquisitions</b>  | <b>\$0</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 15 March 2019 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)

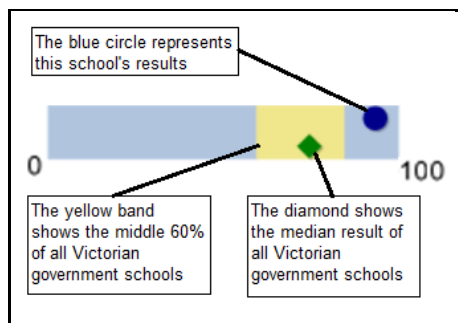
### Engagement

- 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).

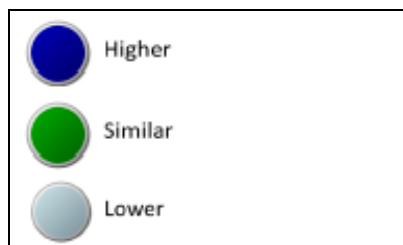


## What does *School Comparison* refer to?

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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

## 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').