2018 Annual Report to The School Community

School Name: Roberts McCubbin Primary School (5419)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 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 27 March 2019 at 06:41 PM by Peter Watson (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 03 April 2019 at 03:15 PM by Kate Major (School Council President)

About Our School

School context

Roberts McCubbin PS is located in Box Hill South with a current enrolment of 410 students. The school is committed to maintaining a culture of excellence in all areas of teaching and learning. We have high expectations for all students and staff with a strong focus on literacy, numeracy and an integrated, inquiry based curriculum that aims to engage the children, develop a love of learning and to achieve success and growth.

The school has 22.60 equivalent full-time staff: 2 Principal class, 25 teachers and 8 Education Support Staff. The school's inquiry approach to teaching and learning provides students with the opportunity to engage in authentic learning activities with a curriculum that is learner-centred and incorporates student choice. The specialist programs we offer are Visual Arts, Performing Arts, Physical Education, Library, Japanese and Robotics. A variety of enrichment activities are also offered, such as Maths Olympiad, the bi-annual Junior RoboCup State competitions and music productions, the Mont Albert and Surrey Hills Public Speaking Competition and Chess Club.

The school comprises modern facilities with flexible teaching spaces that allow the implementation of effective and innovative teaching and learning. This is supported by all classrooms being equipped with digital technologies, which are used as key teaching tools to support improved student engagement and improved learning outcomes. Our 1 to 1 iPad program, was introduced in 2013 and supports students to find, explore, analyse, exchange and present information within the context of the digital world they live in. Being an eSmart school we work to ensure our students and community are safe digital citizens. Our gym, incorporating a competition sized basketball court fully supports our Physical Education program and the use of the school's facilities by the community.

In 2018, RMPS had above 93% attendance rate which is more than the similar school group. Class teachers follow up when students are absent for more than two consecutive days. Meetings with parents to discuss issues surrounding student absence are organised and strategies for improving attendance discussed. Family holidays can also contribute to extended absences. Implementation of the Compass platform has greatly assisted the management of student absences.

We are an inclusive school that supports the health and well-being of all students through our whole school aligned approach to well-being, Respectful Relationships and Restorative Practices. We facilitate a number of programs to support student needs including: Kids Matter, Better Buddies, Peaceful Kids and the Triple R Program (for students in 5/6 to support their transition to secondary school.)

Community and parent partnerships are a high priority for the school, where we actively support and continue to develop positive, meaningful relationships. There is a high level of parent participation in all areas of the school and its activities. Parents are represented in our Kids Matter & Respectful Relationships teams and on Education Committee- where community well-being and policies are shared and discussed. All classes have parents reps who lead social events so that families (as well as students) can nurture friendships and have a sense of connectivity and belonging.

In 2017 we started a weekly Playgroup for pre-school children and their families. The group is becoming popular with participation in the group increasing. Attending playgroup has huge social benefits as well as assisting a smoother transition children from pre-school to school.

Framework for Improving Student Outcomes (FISO)

1. Curriculum planning and assessment
-Strengthen teacher data literacy including data collection and analysis to deliver differentiated and challenging learning for all students.

-Strengthen and ensure consistency of the implementation of the school's instructional model (GANAG) by all staff.
-Audit the literacy curriculum and ensure staff are consistent in the teaching of reading, writing and spelling.
-Moderate on planning for and analyse results of students assessments to ensure they are based on consistent professional judgement.

Progress: the school invested in leadership knowledge of data literacy. Evidence of the impact was not clear at the time of the review. Throughout the duration of the Strategic Plan the school employed several consultants to train staff in Numeracy, Literacy and Inquiry practices.
A deeper analysis of data was implemented in 2018, driven by the Assessment and Reporting team. Teachers recognised that further training was required in how to implement and effectively analyse assessments to improve student outcomes.
An improvement strategy was established to refine and embed an instructional model of learning to create consistency of practice across the school.
An improvement strategy was established to develop a curriculum plan that integrates learning areas and capabilities, pedagogy and assessment into a sequential program of learning linked to the Victorian Curriculum.
A number of moderation staff professional learning activities occurred throughout 2018, including FISO network schools.

2. Building practice excellence
-Continue to build on developing high expectations of ourselves, our students and our PLC's
-To implement the Substitution, Augmentation, Modification and Redefinition (SAMR) model to support teachers to focus on explicit strategies for the use of ICT.

In 2018 the school focused on building teacher capacity and confidence to:
-Work within Professional Learning Communities (PLCs,) to continue to focus on the Inquiry Cycle of Learning to effectively analyse data then plan for the next stage of teaching and learning.
 PLCs focused on the following:
 : • Changes in writing practices- All teachers are using writer's workshop to engage and improve writing for students
   • Changes in reading practices- reading sessions have had a stronger emphasis on teaching the comprehension strategies and having conversations on growth using reading data walls to improve teaching and learning and to implement strategies for student growth
-Improve expectations and scheduling for Peer visits. Staff received PL around Peer Observation and a Peer Observation sheet was developed to record goals and feedback for staff. In terms 2 & 3 staff focused on improving teaching strategies during the writers workshop.
-Allow Assessment & Reporting leader to facilitate the use of data during staff PL and PLCs.
-Use HIT strategies as discussion points during PLCs and to focus on a HIT strategy each Semester which was also as part of their 2018 Performance and Development Plans
-Use iPads to enhance engagement and student learning through purposeful task throughs implementing the Substitution, Augmentation, Modification and Redefinition (SAMR) model which supported teachers to focus on explicit strategies and redefined the use of ICT within their planning
  and teaching practices.
  PLCs also focused on developing teacher knowledge on the use of purposeful apps for learning

Achievement

As a result of the 2018 review process, the review panel found that throughout the 2018 AIP, the school had focused on developing staff expertise in Numeracy, Literacy and Inquiry practices. A whole school professional learning plan and peer observation process was established to build teacher capacity.

Some strategic focuses included:
-A whole school focus on writing has been implemented in 2018 and we have continued to work with Deb

Sukarna on Writers Workshop
-Teachers are now implementing writing conferences and explicit mini lessons
-A more consistent approach to writing is starting to emerge across the school
-Instructional leaders have participated in PLC Instructional Leadership PL. In turn leaders are starting to lead PLCs with a more explicit focus on interpreting and analysing data and how this can be used for planning to enable success for every student
-Mindset in PLCs with teachers understanding more, the responsibility of bringing and sharing data with teams
-2018 was a review year- this meant a greater focus on teacher practice, unpacking the curriculum and building teacher capacity
-Our Literacy Leaders attended the Bastow Literacy Leaders PL this year. More conversations have been had in leadership around what literacy changes looks like and what we need to do differently in 2019
-Experts (Isobel McLennon and Bill Hisheh) have facilitated staff PL on Panorama Report and data analysis
-Data wall for reading has been established in the junior, 3/4 and 5/6 areas. PLCs are having regular conversations around the data and improving student growth
-Through staff PL and PLCs focus, a more explicit Peer Observation process was followed with the expectation of four peer visits in the year. All class teachers were expected to dedicate two peer visits with a focus on Writer's Workshop.

As result of the 2018 Review, the following recommendations were made for the 2019-2022 Strategic Plan:
- To improve the achievements of all students in literacy and numeracy.
- To improve student learning growth in Literacy.
- To improve student growth in Numeracy.

Engagement

-The school found a key highlight over the past year was the embedding of an Inquiry learning approach:
 Staff used key points from professional reading to make connections to high impact teaching practices including linking investigations to authentic texts, using transferable routines and strategies and making connections between ideas to build understanding.
 By using an integrated inquiry approach to content-based teaching, students had authentic opportunities to investigate the 'Big Question' and their own wonderings. Students indicated that they enjoyed "itime", where they could select their own topic of interest.
 The Inquiry approach adopted by the school was focused on investing and growing learning assets, skills and dispositions for lifelong learning.
 The school used the techniques of coaching and mentoring through explicit modelling to develop staff professional learning.

-A focus was on differentiating teacher practice to match high expectations for individual students:
 Differentiated teacher practice will continue to be a focus in 2019 to ensure more consistency within classrooms and across the school.
 Strengthening conversations about high expectations as part of FISO and HITS will continue in PLCs and staff PL
-Teachers are working within PLCs to have to high expectations for themselves and their student as part of their professional practice and learning
-Staff were assisted to develop Learning Goals and Success Criteria, with the expectation that were clearly displayed and evident for every teaching session and referred to throughout.
-Leaders continued learning walks in classrooms and asking students: What is your learning goal today? How do you know you have learnt it? What do you need to do next?

Planned Strategies: students attendances and absences are monitored via the daily class roll and Compass. If a student is absent for 2 days or more without a Compass notification, parents are contacted and if needed a meeting is organised to support regular attendance.

Wellbeing

A further school highlight was the school's wellbeing program:
-Parents, students and staff all reported that one of the main assets of the school was its sense of inclusion and wellbeing.
-The Panel agreed that the whole school approach adopted by Roberts McCubbin Primary actively supported student wellness in its beliefs, values and philosophy to cater for the 'whole' child, though nurturing social, emotional and physical needs as well as academic.
-RMPS Culture of Restorative Practices and positive well-being have been further strengthened and embedded in classroom practices and in all areas of the school this year:
-The school adopted a range of programs that equipped students with skills and strategies and built resilience and tolerance to grow healthy and caring relationships.
-In the 2017 Student Attitudes to School Survey (AToS), the overall school result showed 94 per cent of students agreed that 'they can recover in a short time when something bad happens to them' which indicated to the Panel that the programs used were having a positive impact on the well-being of students.
-AToS survey results remained relatively high throughout the duration of the SSP with each of the 2018 results above 90 per cent positive endorsement, including: School connectedness, Stimulating learning, Student motivation and Learning Confidence.
-The Triple R and Peaceful Kids Programs supporting students with positive strategies, assisting students with anxiety and their transition within the school and from Year 6 to Year 7.
-A further highlight was being a Respectful Relationships pilot School. Two of our staff have completed RRR training from 2017-2018 and have now set an RRR Action Plan for RMPS in place for 2018 to 2019.
 Teachers have started to teach the Respectful Relationships curriculum within classroom practice and whole school Buddy sessions.
- Kids Matter PL sessions for staff have continued to be implemented by the Kids Matter team. All the modules have taken two years to complete with the final Kids Matter module being facilitated in Term 4, 2018.
-The continuation of regular Kids Matter/ Buddy time were timetabled across the year with a special day (and a well-being focus) dedicated to the programs each term

Financial performance and position

The school ended 2018 with a financial surplus of $92,289. The school has projected significant investment in infrastructure in 2019 will be necessary, particularly to repair some high-cost ageing items. Savings were made in 2018 to cover these projected expenses.
The school received Equity Funding with a total of $14,002 that was spent throughout 2018 on programs such as Respectful Relationships, Peaceful Kids, Triple R and support for students in Out of Home Care. The school also received special grants from Whitehorse City Council to provide educational assistance for children in need.
Fundraising initiatives undertaken by the school community were many and varied including the Colour Run which raised $7,200 and PFA which raised $21,570.
The school received additional State/Commonwealth Funding of $11,815 in 2018. This funding contributed towards training for two staff members to attend the Bastow - 'Leading Literacy in Schools'. This enabled the leaders to learn about implementing excellent literacy practice in the school, by building teacher capacity, skills and knowledge.

.

**For more detailed information regarding our school please visit our website at
https://robmacps.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 417 students were enrolled at this school in 2018, 176 female and 241 male.

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

Overall Socio-Economic Profile

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

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

This school's socio-economic band value is: High

Parent Satisfaction Summary

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

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	84.3	85.1	78.3	91.6

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)	84.0	77.7	66.6	86.7

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.*

"School Comparison" is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are 'Lower' (lower than expected), 'Similar' (as expected) or 'Higher' (higher than expected).

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	School Comparison
Domain	**Percent**	**Percent**	**Percent**	**Percent**	
English	94.1	90.1	82.6	95.3	Similar
Mathematics	94.2	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	**Domain - measure**	**Percent**	**Percent**	**Percent**	**Percent**	
Year 3	Reading (latest year)	82.5	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	87.3	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	86.4	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	71.9	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	**Domain - measure**	**Percent**	**Percent**	**Percent**	**Percent**	
Year 3	Reading (4 year average)	76.4	71.4	57.6	83.6	Lower
Year 3	Numeracy (4 year average)	77.5	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	77.3	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	73.2	54.8	39.2	71.4	Similar

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'.

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 Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	22.8	52.6	24.6
Numeracy	8.8	68.4	22.8
Writing	19.0	43.1	37.9
Spelling	13.8	60.3	25.9
Grammar and Punctuation	24.1	46.6	29.3

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

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	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	13.4	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	13.5	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 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)	94	93	93	93	94	93	94

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	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	91.1	81.1	72.6	89.0	Higher
Percent endorsement (2 year average)	92.2	81.7	73.8	88.7	Higher

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	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	91.1	81.2	72.2	90.3	Higher
Percent endorsement (2 year average)	93.5	81.8	73.7	89.7	Higher

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	$3,100,842
Government Provided DET Grants	$397,660
Government Grants Commonwealth	$43,193
Government Grants State	$0
Revenue Other	$11,815
Locally Raised Funds	$648,951
Total Operating Revenue	**$4,202,462**

Equity [1]	Actual
Equity (Social Disadvantage)	$14,002
Equity (Catch Up)	$0
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$14,002**

Expenditure	Actual
Student Resource Package [2]	$3,210,437
Adjustments	$0
Books & Publications	$2,161
Communication Costs	$4,581
Consumables	$98,055
Miscellaneous Expense [3]	$253,855
Professional Development	$37,738
Property and Equipment Services	$179,097
Salaries & Allowances [4]	$244,823
Trading & Fundraising	$35,002
Travel & Subsistence	$221
Utilities	$44,203
Total Operating Expenditure	**$4,110,173**
Net Operating Surplus/-Deficit	**$92,289**
Asset Acquisitions	**$21,250**

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	$211,406
Official Account	$14,133
Other Accounts	$94,789
Total Funds Available	**$320,329**

Financial Commitments	Actual
Operating Reserve	$34,289
Other Recurrent Expenditure	$0
Provision Accounts	$4,994
Funds Received in Advance	$166,058
School Based Programs	$55,649
Beneficiary/Memorial Accounts	$0
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$15,628
Repayable to the Department	$0
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$43,710
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	$320,329

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 04 Mar 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, 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 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.

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 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 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').