

# 2018 Annual Report to The School Community



School Name: George Street Primary School - Hamilton (4777)



- 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 14 March 2019 at 05:26 PM by Tina Walkeden  
(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 30 April 2019 at 12:26 PM by Barbara Hall (School  
Council President)

## About Our School

### School context

George Street Primary School sits on extensive, well manicured grounds on the eastern outskirts of Hamilton. At George Street Primary, we believe that students succeed best when they take ownership and responsibility for their learning. We ensure students are happy, confident and resilient, particularly as we strive to develop their creative and critical thinking skills as they cope with 21st century learning opportunities. Every student sets his or her own literacy and numeracy goals taken from assessment data. They negotiate these targets with teachers before completing their individual educational plans. They present these plans in Term 3 to family members during Student Led Interviews. We are particularly proud of how our students discuss their strengths and weaknesses, and any challenges they may face in order to improve their learning.

Our vision is to provide every student with an education to succeed in the 21st century, where students embrace ownership of their learning to achieve challenging, educational goals that will allow them to be successful, creative, healthy and responsible. Our values of, Organisation, Persistence, Resilience, Getting Along and Confidence enable students to become independent and responsible thinkers who are confident to attempt all tasks. Our school provides a 'whole school approach' to learning, providing high quality programs based around John Hattie's educational theory of the 'Big 4', incorporating, Learning Intentions, Success Criteria, Feedback and Intellectually Challenging Tasks that we believe are the catalyst to improved student outcomes and student engagement. In 2018 the school continued to embed a number of classroom initiatives introduced in 2017 based around high impact teaching strategies (HITS), such as CAFE reading strategies, Sounds Write phonics program and Spelling Mastery, and of course LEAP into Maths, our very own numeracy intervention program based on students' needs and abilities.

George Street Primary School has continued on its improvement journey and this has seen enrolments increase steadily from previous years. The school is in its third year of running a straight foundation grade, with numbers averaging sixteen, which allows for personalized learning and staff getting to know the whole child. The school's reputation has steadily improved across the community and this is evidenced by strong enrolments across year levels and feedback provided to the school.

Building works continued into 2018, with the Art room gutted and re-developed into a large, multi-purpose learning space and teaching kitchen. Two classrooms, damaged by white ant, received much needed re-modelling at the end of 2018 in preparation for another class opening up in 2019, due to increased enrolments. We are currently in the process of going out to tender on building works to create a new learning space in our gym in 2019.

The curriculum is planned using the Victorian Curriculum, which lends itself to our instructional model of practice, whereby learning intentions and differentiation are currently being implemented. Teacher professional learning continued to center on high impact teaching strategies and the Framework for Improved Student Outcomes (FISO). Staff continue to focus on the CAFÉ strategies during reading for consistency and this provides a shared language across the school. In late 2017 the school adopted Spelling Mastery and staff monitor data closely. Early monitoring of the program is suggesting success with all classes making appropriate growth. Andrea Hillbrick visited George Street early in 2018 and provided teaching strategies around Number & algebra. Staff adopted many off these strategies and requested she visit for professional learning in 2019.

We adopted Clear Track Reporting in 2018, which also allows us to track data across years, classes and individual student reports. A variety of programs continues to be provided at George Street, including Health/Physical Education, LOTE, Art, ICT, STEAM and MARC. Our intervention programs Multi-Lit, MacLit and Mini-Lit, along with Cued Articulation continues to assist students requiring extra support.

Student agency and voice became a focus in 2018 and Senior School students became part of the learning

walks conducted at George Street where teachers are observed and feedback provided for improvements. This will continue and expand in 2019 to the Middle School students.

The School communicates its high expectations throughout its Clear Code of Conduct and in late 2018 begun trialing Traffic Lights in our Junior School, a positive approach to behavior management. This is expected to be monitored in 2018 with a deeper reflection later in the year. We continue to communicate to the local and wider community via our student diaries, newsletter, Facebook and the SKoolbag app.

We are proud of our links in the community where students volunteered regularly with aged care groups, Meals on Wheels and our buddy system with Eventide Nursing Home.

Students are expected to aim and achieve high and to take ownership of their learning. We achieve this by:

- Inquiry driven learning
- Individual learning goals and targets set & monitored /student driven
- Student Led Interviews
- Intervention programs, such as MiniLit, MultiLit.
- Variety of teaching experience, from graduate to experienced teachers, along with educational support staff.

We believe in developing students' voices and leadership potential to ensure they become responsible citizens who value leadership and role modelling. Students continued to lead their learning during Student Led Interviews, where they presented their goals and targets, along with work to their parents and teachers during interview sessions. The school employs 8 teachers, one Principal, along with 5 Education Support Staff and a Business Manager.

### **Framework for Improving Student Outcomes (FISO)**

George Street Primary School's main priority is building practice excellence through high impact teaching strategies. It aims to provide excellence in teaching and learning, build and develop community engagement, along with building professional leadership using the framework for improving student outcomes and by providing a consistent cycle of improvement. Staff are committed to improving outcomes through developing professional learning communities where the use of data drives decision-making. Staff recognize peer observation and constructive feedback is the key to improvement to ensure lessons are high impact and evidence based. By using the improvement cycle and continua for improvement staff will continuously evaluate, set goals and monitor achievements based on reflection.

### **Achievement**

In 2018 we continued to embed a number of new initiatives from 2017, as the School focused on improving Literacy and Numeracy outcomes. NAPLAN will be a strong focus in 2019, particularly raising the number of students in the top 2 bands. Writing continues to be our strength with results at grade 3 above like schools at 52%. Reading is a concern, with students showing no high growth at year 5, even though other data sets shows appropriate improvement, therefore challenging, engaging reading programs must be a focus in 2019, however it must be remembered we have small numbers. In Numeracy 18% of students at year 3 achieved in the top 2 bands, however only 7% of the grade 5s achieved in the top 2 bands

Teacher judgements were against the Victorian Curriculum. There continues to be discrepancies in teacher judgement across all domains compared to NAPLAN data, particularly in numeracy at grade 3 with NAPLAN showing 44% of students making it to the top 2 bands compared to only 11% (teacher judgement) of students deemed to be working above level. However, a range of data assessment and analysis, including F & P, Spelling

Mastery, Maths Online demonstrate appropriate growth at each year level.

The School continues to celebrate its achievements, but recognises improvements need to be made across the school if NAPLAN results are to improve at year 5, particularly growth from year 3, which is currently the mean for judging a school's performance. Plans are underway for a continued improvement journey through professional learning opportunities, peer observation and constructive feedback, collaboration during planning and network meetings. In 2019 teachers will conduct inquiry research around NAPLAN to discover why NAPLAN data differs from other data sets and to find out what is going on with our learners during NAPLAN tests in reading.

## Engagement

Student Attitudes to School survey continues to show excellent results with engagement from stimulated learning sitting again above state at 93%, this clearly indicates students believe they're receiving engaging, stimulated learning programs geared at their level and interests.

Students again, demonstrated they feel a sense of connectedness, inclusion and agency over their learning with Social engagement sitting at 90% compared to network schools (78%) and the state (81%), this is partly due to their inclusion we believe in providing feedback to teachers based on their classroom observations, a strong Student Representative Council and community learning programs. Students are happy at George Street and this data reflects this.

Parent & Community Engagement data from the parent survey sat above state at 94%, clearly demonstrating the school's efforts to engage and work closely with our parent community is improving, particularly increased parent participation with fundraising activities, along with parent helpers across a range of activities in the school. The school introduced a parent club in 2018 and this saw a record number of parents participate.

Student attendance continued to be a focus in 2018, with staff reporting and marking online. Parents were followed up quickly with a phone call when students were reported as absent.

## Wellbeing

Student absences in Term 4 decreased significantly with 47% having 10 or less days compared to 2017, which sat at 32%, due to higher averages over 10 days. Student absences for 30+ days also decreased in 2018 to sit around 11% due to two students receiving an increased level of support to re-engage them into school. Unapproved absences decreased from 13.2 to 7.2 in 2018 partly due to clarity around the online attendance system, through teacher professional learning and immediate and timely calls home.

Student Attitudes to School survey around bullying clearly shows this is an area for us to work on in 2019 as 63% of students from 4 -6 provided negative responses when asked if they had experienced bullying. We believe that it is important in 2019 for us to focus on educating students around bullying behaviours and what bullying is and is NOT.

In 2018 we George Street Primary School continued with its strong focus on community involvement. Our Foundation students enjoyed fortnightly visits to Eventide to read with their buddy and our senior grade students delivered meals on wheels to the elderly. Parents were invited in to observe classes in action with their child /children during our Focused Learning Walks which provided them with an insight into the teaching and learning at George Street, as well as giving feedback to teachers on their teaching.

As George Street Primary School has increased in numbers, so too has staffing. Five Education Support Officers

are employed to support students learning and emotional wellbeing. Staff are all trained to support students requiring further intervention in literacy and numeracy and they updated their skills in 2018 to be able to deliver MacQlit, Mini-Lit and Cued Articulation, as well as Multi-lit every week, along with providing extra support in classrooms. In 2018 our literacy program was extended with the introduction of Sounds Write in the Foundation class.

Transition was again top priority in 2018, to enable students to step up into the next year level feeling confident and organised. This also allows us to attract enrolments as the school liaised extensively with all the kindergartens across Hamilton with regular visits throughout the year, along with a promotional campaign to fully communicate the school's changes to the local and wider community.

Teachers continued to integrate the school's values and curriculum documentation was updated to include these values into their planning and programs along with anti-bullying strategies into their classrooms with this being extended in 2019 with programs based around Me, others and where I fit in my world to build resilience and social awareness in our students.

Hudson, the school dog continues to be a popular member of the school with students continuing to utilise his calming effect when they're feeling stressed or anxious.

### **Financial performance and position**

George Street Primary School carried a surplus of over \$260,000 into 2019 which resulted from employing less experienced teachers, however as the teaching population ages, so too will the pay conditions. The school continued to receive extra equity funding in 2018 with approximately \$100,000 received in the cash budget. This funding was used to purchase extra literacy and numeracy resources, such as engaging a numeracy specialist to work with staff, professional learning resources for teachers, along with employing extra support staff to assist in intervention programs.

Building work continued during 2018 with a new specialist room, consisting of kitchen and Art facilities, including new storage, along with the white ant damage repaired and two classrooms opened up for open learning spaces. Staff were again provided with new and updated literacy resources to compliment our purchases in 2017, however in 2018 this extended to maths tubs being purchased to assist staff with assessing against Maths Online Interviews.

**For more detailed information regarding our school please visit our website at**  
<http://georgestham-ps.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: 

### School Profile

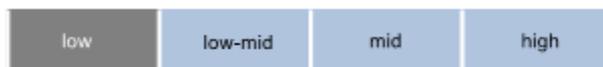
#### Enrolment Profile

A total of 80 students were enrolled at this school in 2018, 43 female and 37 male.

ND were EAL (English as an Additional Language) students and 18 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

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> Similar</p> <p> Similar</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> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</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> Similar</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> 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>	<table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>44%</td> <td>44%</td> <td>11%</td> </tr> <tr> <td>Numeracy</td> <td>13%</td> <td>50%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>63%</td> <td>25%</td> <td>13%</td> </tr> <tr> <td>Spelling</td> <td>22%</td> <td>33%</td> <td>44%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>44%</td> <td>33%</td> <td>22%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	44%	44%	11%	Numeracy	13%	50%	38%	Writing	63%	25%	13%	Spelling	22%	33%	44%	Grammar and Punctuation	44%	33%	22%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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## 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>            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 1015 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>93 %</td> <td>91 %</td> <td>93 %</td> <td>91 %</td> <td>96 %</td> <td>94 %</td> <td>86 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	91 %	93 %	91 %	96 %	94 %	86 %	<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> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	91 %	93 %	91 %	96 %	94 %	86 %										

## 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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</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>Results: 2018</p> <p>Results: 2017 - 2018 (2-year average)</p>	<p> Higher</p> <p> Higher</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, 2018		Financial Position as at 31 December, 2018	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$1,071,798	High Yield Investment Account	\$227,479
Government Provided DET Grants	\$331,538	Official Account	\$22,338
Revenue Other	\$9,138	<b>Total Funds Available</b>	<b>\$249,816</b>
Locally Raised Funds	\$34,909		
<b>Total Operating Revenue</b>	<b>\$1,447,383</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$206,992		
<b>Equity Total</b>	<b>\$206,992</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$804,251	Operating Reserve	\$34,867
Books & Publications	\$1,520	Other Recurrent Expenditure	\$15,156
Communication Costs	\$3,779	Funds Received in Advance	\$10,999
Consumables	\$22,715	School Based Programs	\$167,253
Miscellaneous Expense <sup>3</sup>	\$32,666	Funds for Committees/Shared Arrangements	\$16,268
Professional Development	\$11,920	Asset/Equipment Replacement < 12 months	\$5,272
Property and Equipment Services	\$113,986	<b>Total Financial Commitments</b>	<b>\$249,816</b>
Salaries & Allowances <sup>4</sup>	\$31,915		
Trading & Fundraising	\$18,050		
Travel & Subsistence	\$7,074		
Utilities	\$12,101		
<b>Total Operating Expenditure</b>	<b>\$1,059,976</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$387,407</b>		
<b>Asset Acquisitions</b>	<b>\$44,052</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).

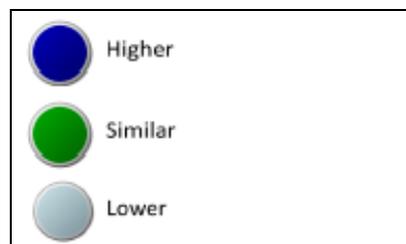


## What does *School Comparison* refer to?

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').