

# 2018 Annual Report to The School Community



School Name: Willmott Park Primary School (5342)



- 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 02:21 PM by Evan Hughes  
(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 01:29 PM by Donna Draper  
(School Council President)

## About Our School

### School context

The school is located on the Northern fringe of the Melbourne metropolitan about 35 kms for the CBD. The enrolment comprises families from many nationalities including an increasing EAL cohort and the school is also receiving refugees & international VISA students.

The Key & future improvement focuses were directed through 4-goals contained in the AIP. Encompassing inclusion, achievement – reading & ZPD, SWPBS, Human rights, student agency, Koori perspectives, school's values (Achievement, Respect & Responsibility) and increased teacher knowledge & understanding of the curriculum framework.

At the February Census there were 787 students enrolled, 8 students in the Deaf Facility and over funded students through PSD. Excluding the principal there were 67 teachers and 34 ES staff. Enrolment over the past 3-years have been stable around 800-students. The school employed an Educational Psychologist and a Speech Pathologist to support students & over 50 PSD funded students - in addition provide PL for teachers. A variety of intervention programs offer curriculum support from years 1-6.

### Framework for Improving Student Outcomes (FISO)

In 2018, Willmott Park Primary school focused on the following areas of FISO:

Excellence in Teaching and Learning – 1. Building Practice excellence and 2. Curriculum Planning and Assessment

Positive Climate for Learning – 1. Empowering Students and Building School Pride and 2. Setting Expectations and Promoting Inclusion.

School procedures of monitoring work programs and professional learning enabled teachers to develop more consistent and methodical teaching and learning structures and a greater awareness of the Victorian Curriculum and any DET Initiatives. This greatly assisted graduates and new staff in regards to the Willmott Park expectations and lesson structures whilst reinforcing a collaborative and learning community approach.

The HITS and FISO were disseminated to staff along with the Literacy Portal. Observational visits were conducted, in alignment with the staff PDP goals. Professional learning opportunities throughout the year focused on key elements and optional PL was offered for teachers to attend. A Team Leader Directed Professional Learning Schedule was also implemented. This involved the Team Leader addressing a professional learning need for graduate and new teachers in their team.

The Student Achievement Strategic Team delivered PL for all teachers emphasizing the importance of Ongoing Assessment and provided different examples to assess students' learning across a range of curriculum areas. In 2018 the discussion, interrogation and use of data was a high priority. Many professional conversations around data sets and looking at added growth data occurred and a conscious effort was made to put a "name to the data".

The Wellbeing Team focused on the Empowering of Students and Building School Pride whilst Setting Expectations and Promoting Inclusion through the School Wide Positive Behaviour Program. The key strategies were: embedding school values, developing student's capacity "to have a voice" and building pride and school connectedness through communication.

### Achievement

Over the past year at Willmott Park Primary school, we have continued to work towards our English and Mathematics student achievement goals. Across our school, there has been an emphasis on adding growth to all

students' learning. Our approach has been differentiating lessons to target all students' point of need. The introduction of the Essential Assessment program in 2018, also gave teachers a greater insight into students' 'understandings' and 'misunderstandings' within the Reading & Viewing and Mathematics curriculum.

The focus of the teachers in the 2018 Student Achievement Strategic team was to develop a whole school approach to assessing Writing (using the Sentral program), creating a school-based Measurement and Geometry test from Grade One to Six and presenting a range of approaches to track student learning in Reading, Writing and Mathematics.

The 2018 National Assessment Program - Literacy and Numeracy (NAPLAN) results demonstrated an increase in student outcomes across different areas when compared to the 2017 results. In line with our school goals, the 2018 Year 5 NAPLAN results displayed a lower percentage of students in the Bottom Two Bands and an increase in the percentage of students in the Top Two Bands for Reading, Writing and Mathematics (compared to 2017). Furthermore, there was significant increase in the percentage of students from Year 3 to 5 that had 'high to medium' gains in Writing.

Our proposed future directions for 2019 are centred upon, curriculum planning to cater for all students within our school and enhancing our approach to using data effectively to inform planning and cater for differentiation. We plan to achieve this by implementing protocols and procedures to monitor, review and reflect on curriculum planning provided to all students based on their individual learning needs. We also aim to develop a shared understanding of adding growth to all students and using data to inform next point of learning and what teaching strategies will be required. In 2019, we will continue to utilise different features of the Essential Assessment Program to support and extend students' learning. Professional Learning Team (PLT) meetings across all year levels will occur on a weekly basis, these meetings have been put in place with a strong focus on analysing student results at a class and cohort level and using the data to determine the "where to next" action at a team/class level.

As educators at Willmott Park Primary school, we endeavour to keep strengthening a rapport with the parent community regarding communication and connecting with parents and their children, whilst providing relevant and appropriate feedback of student learning.

## Engagement

In 2018, Whole School connections was a focal point at Willmott Park Primary School. The school actively promoted positive relationships between students and staff and the school and their families. Our attendance data improved and this was also reflected in the Student Attitudes to school Survey where 81% of our Grade 4 to 6 students strongly agreed that they felt connected to our school and their learning.

The staff had a robust commitment in guiding the students to have a strong "power to act", be heard – choice and voice, self-regulate and the development of the whole child. They provided more direct student feedback which was evidenced through their PDP observations and developed student agency through the Curiosity component of their curriculum planners - where students were given a range of opportunities to guide their learning and work in collaborative groups to achieve success. The program SeeSaw highly assisted with developing and maintaining the link between home and school and we conducted 3 Way Conferences which had a "student component" - students and teachers jointly choose the vocabulary to be used and how the presentations would occur with the parents.

In 2018 we implemented the following to further engage and promote inclusivity and connections at our school by:

- Students providing feedback to the teachers and the Wellbeing Team with "in house" opinion surveys and completed the 4-6 Student opinion survey
- Students setting their own goals and monitoring their learning
- Students undertaking leadership training (JSC, Sports and House Captains)

- Students participating in Young Leaders Day, camps and excursions across a range of levels
- Extracurricular activities – Lunchtime clubs, Rock band, RACV Energy Breakthrough Program
- An extensive Specialist curriculum Program which also includes Auslan, EAL and STEAM
- building their capacity in the upper years by Peer Mediation Training and ongoing meetings to foster support for all students in the playground
- challenging and extending students to reach their full potential through our data analysis and curriculum planning
- being a member of the RESP/Foundation House Program for further refugee support

The Wellbeing Team:

- engaged teachers in their Professional learning about student agency through the Specialist Meetings and the Strategic Team Meetings
- created a whole school vocabulary to be used for student voice – 3 Way Conference and student opinion surveys
- used data to form small restorative groups to build student agency through resilience, increasing motivation to learn and ensuring students respond to activities
- created a whole school Random Acts of Kindness card system
- held whole school “Wellbeing Celebrations” which promoted inclusivity plus home and school connections
- enabled students to articulate their feedback through classroom discussions and the School Wide Positive Behaviour Program

Our school will always continue to focus on each individual child, their voice and how they all learn differently. It is about the whole child and how we can cater to all differences. The school will continue to support all students with the help of the Wellbeing Team, newly established Care Team, Staff and an extensive number of internal and external support systems.

## Wellbeing

The implementation of the School Wide Positive Behaviour Program has been strategic and methodical at our school. What began as only the Wellbeing Team being the driving force, now incorporates two more teams: School Wide Positive Behaviour Team and a Strategic Team. A Plan of Action was written and monitored and we achieved Blue Accreditation in Term 4 of 2018.

Throughout 2018, there was the continued growth of a “Wellbeing curriculum “planner which included the Ready to Learn Program and the development of the school’s social and learning curriculum. The staff completed weekly Professional Learning in regards to School Wide Positive Behaviour and the Wellbeing Team with the assistance of allied health also provided a “Care Team” approach to all staff, students and community. The success of this approach has led to a school Care Team being established in 2019, which includes: a Speech Pathologist, an Educational Psychologist, Two Wellbeing Leaders, an Assistant Principal and a PSD Leader.

An audit was conducted of school policies and processes to inform and review how we communicate with our community and to embed across the school what the expectations are at Willmott Park Primary School. This is reflective in our culture, in that we believe respectful relationships, trust and communication are important factors to embed. In 2019, 2 separate policies will be completed and they will be the staff and student Wellbeing policies. Each will have staff and student input and will be reflective of our obligation to Wellbeing in our school as a priority.

Our commitment to our Wellbeing is all encompassing of our community, staff and our students. We have planned to complete the Indigenous Mandatory training in 2019 and have been accepted as a Pilot school for the Department Human Rights Program which focuses on inclusivity and diversity.

Staff efficacy is another focus for our school and we are continually monitoring teacher wellbeing - the factors that have impact and the initiatives that we can enable. We will continue to Wellness plan involving engaging

others in workplace wellbeing and establishing systems that are checked and maintained accordingly.

Wellbeing data is consistently audited and scrutinized and there is a strong commitment to ensure the whole child is monitored. The Wellbeing Team work closely with all stake holders in the school to ensure that support is provided. Our school has provided a diverse range of opportunities for Wellbeing such as:

- maintaining a strong network of support and resources within our school and for our community
- beginning partnerships with local community groups and schools to ensure more social interaction and local involvement
- continuing to embed the School Wide Positive Behaviour Program – which will lead to full accreditation and the completion of a staff and student handbook
- forming stronger partnerships within our staff – providing staff with the opportunity for mentoring and their professional learning – the building of staff capacity and decision making within the school
- building the connection between our student and the staff through Wellbeing celebrations, SWPB, and Wellbeing curriculum,
- voice and choice in their opinions of safety and bullying within the school and how to deal with different situations during “active supervision times”
- a mentoring or buddy system to assist with social interactions
- having a “go to” staff member for staff or students to assist
- having a staff and student feedback station to ensure all Wellbeing issues are being monitored

Our school has vastly improved its processes for identifying and monitoring staff, student and community Wellbeing. This will continue to be a priority intertwined with Student agency for 2019.

### **Financial performance and position**

- The annual result was an SRP surplus due to increasing enrolments prior to census day & employment of graduate teachers to fill teacher vacancies
- There was no extraordinary revenue however the school did expend some of the 2017 surplus during 2018 on infrastructure improvements to students play, recreation & garden areas
- Equity funding was directly used to support the extensive PSD program that included employment of PSD Leader, ES classroom support, smaller class sizes (average 22), employment of 3-EAL Teachers and Multicultural Aide and support the employment of 2-Wellbeing Leaders (LTs) to support inclusion & Engagement. There were no special grants outside the SRP. Local fundraising initiatives (Bunnings BBQs & school discos) supported a HPV student team program, and other fundraising initiatives such as selling chocolates, Father's Mother's Day stalls provided some funds to erect shade sails over play equipment.
- There was no additional State or Commonwealth Government funding the school received beyond the SRP.




**For more detailed information regarding our school please visit our website at**  
[www.willmottparkps.vic.edu.au](http://www.willmottparkps.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 817 students were enrolled at this school in 2018, 380 female and 437 male.

49 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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






#### School Staff Survey





Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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















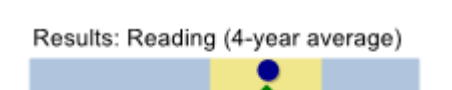






## Performance Summary

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> 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> 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" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>31%</td> <td>48%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>26%</td> <td>49%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>6%</td> <td>54%</td> <td>41%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>53%</td> <td>22%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>41%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	31%	48%	21%	Numeracy	26%	49%	25%	Writing	6%	54%	41%	Spelling	25%	53%	22%	Grammar and Punctuation	29%	41%	29%	<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 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>92 %</td> <td>93 %</td> <td>95 %</td> <td>94 %</td> <td>94 %</td> <td>95 %</td> <td>95 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	93 %	95 %	94 %	94 %	95 %	95 %	<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> Higher</p> <p> Higher</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	93 %	95 %	94 %	94 %	95 %	95 %										

### 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><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>		

## 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	\$6,982,647	High Yield Investment Account	\$156,336
Government Provided DET Grants	\$899,725	Official Account	\$60,000
Government Grants Commonwealth	\$242,790	Other Accounts	\$521,201
Revenue Other	\$35,304	<b>Total Funds Available</b>	<b>\$737,537</b>
Locally Raised Funds	\$640,307		
<b>Total Operating Revenue</b>	<b>\$8,800,773</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$76,555		
<b>Equity Total</b>	<b>\$76,555</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$6,864,917	Operating Reserve	\$258,945
Books & Publications	\$8,018	Provision Accounts	\$18,409
Communication Costs	\$13,461	Funds Received in Advance	\$51,625
Consumables	\$145,685	Asset/Equipment Replacement < 12 months	\$10,592
Miscellaneous Expense <sup>3</sup>	\$398,308	Capital - Buildings/Grounds < 12 months	\$376,966
Professional Development	\$38,868	Maintenance - Buildings/Grounds < 12 months	\$21,000
Property and Equipment Services	\$302,724	<b>Total Financial Commitments</b>	<b>\$737,537</b>
Salaries & Allowances <sup>4</sup>	\$625,853		
Trading & Fundraising	\$94,175		
Travel & Subsistence	\$208		
Utilities	\$69,046		
<b>Total Operating Expenditure</b>	<b>\$8,561,263</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$239,510</b>		
<b>Asset Acquisitions</b>	<b>\$95,348</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)

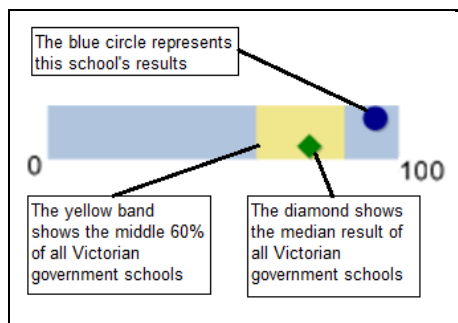
### Engagement

- 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).

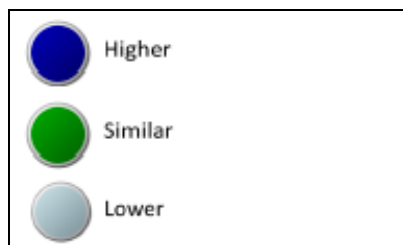


## What does *School Comparison* refer to?

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').