

2018 Annual Report to The School Community



School Name: Rutherglen Primary School (0522)



- 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 24 April 2019 at 01:57 PM by Karryn Williams
(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 24 April 2019 at 02:42 PM by Kirsty Smith (School
Council President)

About Our School

School context

Rutherglen Primary School is located in the town of Rutherglen in north-east Victoria and is centrally located 42km from both Wangaratta and Wodonga. The original school was established in 1873 and sets itself proudly in the center of the township, drawing students from both within the town, as well as the nearby towns of Wahgunyah, Corowa, Springhurst, Chiltern, Barnawartha, Norong and other outlying farming areas. The school is part of the Wodonga/Indigo Network of Schools in the North Eastern Victoria Region and in 2018 the student population was 225 students.

Rutherglen Primary School seeks to provide all students with a safe and supportive educational environment. The students are at the center of our F-6 approach to learning, as we support and encourage them to be independent learners who can articulate their skills and knowledge, reflect on their learning and be actively involved in future learning aspirations. We support the personal and academic growth of our learners through an engaging and supportive environment and a balanced school curriculum. At RPS we have a strong emphasis on literacy and numeracy with school-wide structures and practices aimed at promoting successful learning outcomes for all students. We endeavour through personalised learning to challenge the thinking of our students, extend knowledge, and provide student voice and agency through the implementation of the Victorian Curriculum. In 2018, we continued embedding our whole school approach to numeracy and the building of leaders' capacity in the areas of numeracy, writing, and spelling. The successful implementation of Essential Assessment enabled teachers to analyse student data more closely and deepen their focus on differentiated teaching across the school.

The dedicated staff of Rutherglen Primary are committed to developing their teaching skills through whole school professional learning aimed at supporting school-wide approaches to teaching and learning, and through the ongoing monitoring and improving of student learning outcomes. We support the learning of students through a dedicated learning enhancement teacher, providing targeted support to individuals and small groups.

The well-being of our students is of high importance and through the 'Building Resilience: Social-Emotional Learning' and 'You Can Do It' resources we support students with weekly well-being lessons and fortnightly Foundation-Year 6 well-being teams. Students are offered a range of extra curricula activities and opportunities that support their learning and emotional growth. The engagement of students is supported through the role of a school based mentor who works at a personalised level with a number of students. Student leadership is highly valued at RPS, and along with school and sports captains, we are proud of our 40 strong Student Leadership Team which is supported by every staff member in the school. On a termly rotating basis, the 4 teams within the Student Leadership Team work their way through the areas of Student Voice, Community Connections, Health & Well-being and Fun & Fundraising. The play an active role in bringing student voice and action both within and outside the school community.

Rutherglen Primary School has specialist teachers that provide programs in Health and PE, Visual Arts and Languages (French). We are very proud of our own school established cooking and gardening program which sees students in Years 3 and 4 partake in weekly lessons in the garden and cooking center. This program is well supported by a number of volunteers from the community. Opportunities are provided for students to partake in a range of sporting opportunities, lunch-time and competition chess, gardening, and through the Crystal Valley Music program; music, vocals and drama.

Our school community is highly supportive of our school and our parents are valued and active participants who are engaged in range of activities and decision-making processes. We encourage and promote our families' engagement in their child's school years through volunteering in classrooms and programs, being a member of School Council, Parent & Friends Association or other other extra curricula programs such as excursions, sport, Spring Fair and School Production.

Workforce composition: In 2018 Rutherglen Primary School had 1 Principal Class Officer (Principal), 10 classroom teachers, 2 specialist teachers – (Visual Arts, PE and French), 5 Education Support Staff, a 0.2 Administration Officer and a 1.0 Business Manager.

Framework for Improving Student Outcomes (FISO)

Throughout 2018, we focused on the FISO area of 'Excellence in Teaching and Learning' – Building Practice Excellence. The focus within this area was delivered through the Key Improvement Strategy: Developing an F-6 approach to numeracy. This included reviewing current numeracy classroom practice, assessment tools and school-wide data tracking. The introduction of Essential Assessment and staff professional learning around the analysis of student's data and the effective planning of numeracy lessons that evidenced differentiated learning was also a key priority. Successes in these areas included regular PL for staff around the use of multiple sources of student assessment data aimed at effectively planning to meet student's point of learning, as well as the use of small group instruction in maths lessons. Further work was done around deepening understanding of the Vic Curriculum - Mathematics to ensure staff had the capacity to target the scope of student's learning needs. Building Leadership Teams was a priority in 2018 with numeracy leaders undertaking the Bastow Leading Maths course and literacy leaders undertaking the Literacy for Networks workshops. The building of leadership teams will remain a focus for 2019, as staff capacity to lead both current and future work is strengthened. 'Community Engagement in Learning' – Parents and Carers as Partners was also a key focus through the review and refinement of further developing a community where students and families are actively involved in all aspects of learning. Through a targeted focus on further engaging families in their child's learning, and the work we were doing across the school, we used our annual school EXPO, information through the newsletters and our re-formatted student reports to inform parents of their child's current point and next stage of learning. School-wide, we focused on building parents' understanding of learning intentions and success criteria and through building student's knowledge of these and their own learning goals they too were able to engage their families more thoroughly with their learning. Further opportunities of regularly communicating and engaging with families, as well as flexible options for obtaining feedback were trialed through 2018, with some effective measures embedded, such as a weekly family bulletin that communicates essential information.

Achievement

Student achievement data results in 2018 continued to show relatively similar results to 2017 in the areas of reading and numeracy for both Year 3 and 5, whilst the areas of Writing, Grammar & Punctuation and Spelling all showed decreases through the NAPLAN data. Although not the key area of focus of the 2019 AIP, the continued building of teacher capacity to more effectively teach these areas and to use student data to differentiate the learning to ensure continued gain in growth remains. Year 3 - Year 5 NAPLAN learning gain showed significant improvement in high growth in numeracy from 2017 to 2018 (12% to 31%) and a decrease in low growth (39% to 24%). We also had a slight increase in high growth in reading and a decrease in the number of students making low growth in spelling and grammar and punctuation. Writing showed evidence of a significant increase in the number of students making low growth and a decrease in the number of students making high growth. As a school we have identified writing as our next point of priority and although not a key focus of the 2019 AIP we are preparing for this to be the focus area in 2020. Spelling and Grammar and Punctuation showed slight decreases between 2017-2018 in Year 3 - Year 5 learning gain, though the number of students showing low growth in these areas also decreased.

Numeracy results in NAPLAN for Year 3 were similar to 2017 with only a slight decrease in the number of students in the top 2 bands, although our results were just above similar schools. Reading results showed a slight increase in the number of students in the top 2 bands, though a decrease in the areas of spelling, grammar and punctuation and writing.

Year 5 NAPLAN numeracy showed a slight decrease of 4% from the 2017-2018 results of the number of students in the top two bands; lower than similar schools. Similarly writing, grammar and punctuation showed a slight decrease in the top two bands, whilst writing remained similar and spelling slightly improved.

Overall, Foundation-Year 6 teacher judgement in all areas of numeracy showed strong gain from Semester 1 to Semester 2 in the number of students working above the expected level at A or B (Number 22% - 36.5%, Measurement & Geometry 23% - 47.5%, Statistics & Probability 21% – 41.8%). This is showing positive growth, reflecting that the work we are doing is beginning to make a difference and through a continued focus we envisage this will translate into improved NAPLAN results in numeracy.

The focus in 2019 will continue to be based around numeracy, ensuring that as a whole school we build on the growth made in 2018 by differentiating the learning through challenging goals, and embedding of agreed

instructional practices to ensure greater consistency across the school.

Engagement

Rutherglen Primary School's 2018 student attendance data has improved slightly in comparison to our 2017 data and in relation to similar schools, with all year levels demonstrating an average attendance of 92-94%. These results indicate that our students are connected and engaged with both school and their learning. In 2018 there was an increased focus on communicating to parents the importance of school attendance and the impact of non-attendance on student learning. Closer monitoring of students' absenteeism and support of parents in reporting their child's absence via Compass has been effective in both reducing some unnecessary absences, but also in recording the reasons for any absences. Most of our school's absence percentage remains reflective of the number of extended family holidays taken during term time. The overall Parent Opinion Survey showed a slight improvement on the 2017 results, with areas of 'Effective Teaching' showing a 1% decrease, though an improvement within this domain of 'I understand how my child is assessed' and 'Teachers provide useful feedback and respond to the learning needs of my child', which matched our focus within the AIP of further engaging families in their child's learning. Although all the targets were not met, there were other areas that showed growth matched to the work we were doing through 2018, specifically, 'Parent participation and involvement'. The AtSS results showed a slight decline in all areas of the survey, which was disappointing given the focus of our work throughout the school and that parents responded more favourably to these measures. A review of these results was conducted with staff and students from the Student Leadership Team, with a focus on re-setting goals and making adjustments to address some of the issues that may have been attributable to these results in 2018.

Wellbeing

Rutherglen Primary School is committed to student well-being and acknowledges the important role this has in ensuring that our students' engagement in both their learning and connection with their school and wider community is successful. The employment of a mentor to work with a range of students on engagement, self-confidence and resilience has been very successful and will continue through 2019. Our students are supported in their transition through various stages of schooling via a four week transition program based around strengthening relationships between teachers and their peers, our school values and building confidence in what to expect in the next year level of their schooling. An extensive transition to school from kindergarten program, supported by our Buddy Program ensures our students and parents are well prepared and connected when they commence school. This program involves orientation visits, a four week transition program throughout Terms 3 and 4, and information sessions for parents. Year 6 to 7 transition continued to be strengthened through a transition program with the local government secondary school, ensuring our students are well prepared for the next stage of learning. Weekly well-being lessons across all year levels were backed up by fortnightly cross age, Foundation-Year 6 well-being groups that support students across the school to connect with each other and other staff. Lunchtime chess was introduced with a focus on supporting and engaging students to build their confidence and increase their patience, persistence and thinking skills. Whilst our student's responses to the Attitudes to School Survey were within a 10% range of the 2017 results there was an overall decrease in the positive response rates in almost every area of the survey. This was disappointing given the focus on well-being within the curriculum and the extra-curricular programs that are in place. There were a number of factors that were attributable to these results which have then provided a focus for re-setting directions for 2019.

Financial performance and position

Rutherglen Primary School continues to maintain a secure financial position. This can be attributed to the conservative management of our Student Resource Package (SRP). Stable student enrollment numbers, and the ongoing balancing of the experience profile of the teaching staff have supported the maintenance of this healthy financial position. Additional sources of funding included a beneficiary amount of \$32,546.00, fundraising through the School Production and events organised by the Parents and Friends Association. Equity funding was used to fund an Education Support Staff member (Intervention) targeting junior students requiring Literacy

Intervention, as well as a school based mentor and professional learning aimed at improving student outcomes. Careful management of the budget and spending directed at meeting the goals of the AIP, ensured that our spending was kept well within budget allocations. This has ensured that the employment of a Numeracy Learning Specialist for 2019 has been able to be achieved and that we are able to continue to invest in teacher professional development that is targeted at both the 2019 AIP and future teaching and learning priorities. Due to a predicted decline in student numbers over the next few years, it has been essential to ensure that the school maintains a healthy financial position in order to sustain the current level of high quality teaching and learning and other programs that are offered.

**For more detailed information regarding our school please visit our website at
<https://www.rutherglenps.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 225 students were enrolled at this school in 2018, 111 female and 114 male.

0 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

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

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

Parent Satisfaction Summary

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

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

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	82.2	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)	66.0	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	88.4	90.1	82.6	95.3	Similar
Mathematics	81.3	91.1	84.0	96.4	Higher

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)	67.6	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	70.6	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	48.6	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	25.7	55.6	37.0	75.0	Lower

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)	67.9	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	61.4	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	59.5	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	42.8	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	26.7	50.0	23.3
Numeracy	24.1	44.8	31.0
Writing	51.6	41.9	6.5
Spelling	25.8	58.1	16.1
Grammar and Punctuation	29.0	64.5	6.5

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)	13.0	15.1	12.9	18.1	Higher
Average number of absence days (4 year average)	13.7	15.2	13.2	17.8	Higher

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)	93	94	93	94	94	92	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)	68.3	81.1	72.6	89.0	Lower
Percent endorsement (2 year average)	75.9	81.7	73.8	88.7	Similar

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)	71.3	81.2	72.2	90.3	Similar
Percent endorsement (2 year average)	79.7	81.8	73.7	89.7	Similar

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$1,701,862
Government Provided DET Grants	\$264,043
Government Grants Commonwealth	\$10,266
Government Grants State	\$0
Revenue Other	\$15,626
Locally Raised Funds	\$182,726
Total Operating Revenue	\$2,174,523

Equity ¹	Actual
Equity (Social Disadvantage)	\$51,793
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$51,793

Expenditure	Actual
Student Resource Package ²	\$1,587,525
Adjustments	\$500
Books & Publications	\$1,264
Communication Costs	\$4,006
Consumables	\$35,433
Miscellaneous Expense ³	\$69,756
Professional Development	\$6,407
Property and Equipment Services	\$106,225
Salaries & Allowances ⁴	\$99,012
Trading & Fundraising	\$34,004
Travel & Subsistence	\$0
Utilities	\$20,305
Total Operating Expenditure	\$1,964,439
Net Operating Surplus/-Deficit	\$210,085
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$300,198
Official Account	\$12,886
Other Accounts	\$0
Total Funds Available	\$313,084

Financial Commitments	Actual
Operating Reserve	\$57,793
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$3,200
School Based Programs	\$77,593
Beneficiary/Memorial Accounts	\$32,546
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$19,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$122,952
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$313,084

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').