

2018 Annual Report to The School Community



School Name: Mount Blowhard Primary School (2037)



- 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 18 March 2019 at 08:31 PM by Susan Knight
(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 26 April 2019 at 03:26 PM by Teresa Streckfuss
(School Council President)

About Our School

School context

Our School Vision, developed as part of our 2017 School Review is to ensure students achieve their academic, social, emotional and physical potential in a supportive and purposeful learning environment, where our school values of Respect, Responsibility, Excellence and Kindness underpin all interactions. Our school believes in high expectations for all students in an atmosphere of care and support. We are committed to preparing our students to be creative, adaptable and responsible citizens of both their local and global community.

The programs of, and teaching in, Mount Blowhard Primary School will support and promote the principles and practices of Australian democracy including a commitment to: an elected government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association; the values of openness and tolerance. Our School Values are supported by our School Rules: Be Honest, Be Safe, Be Nice, Be Positive, and Be a Learner.

Mount Blowhard Primary School has a proud history spanning 140 years. From a small rural school we now attract enrolments from a wider area, reflecting housing growth on the outskirts of Ballarat. The school is in a wonderful position to provide the best of both worlds – a rural education within reach of the city.

77 students were enrolled at the beginning of 2018, with the school organised into four classrooms: P/1, 2/3, and two 4/5/6 classrooms. Staffing was relatively stable, with most staff continuing from 2017 which provided continuity for the school community. We had a balance of experienced and graduate staff, with two classroom teachers at Range 1 (less than five years experience) and two classroom teachers at Range 2 (more than five years experience). In 2018, the school focussed on writing and mathematics, with significant investment into new resources and teacher professional learning in these areas. We continued to embed our improved practices in the teaching of reading.

The 2018 year started incredibly positively with a celebration for the 140th anniversary of Mount Blowhard Primary School. A sub-committee of past and current parents organised a wonderful open day at school, with student-led tours, historical displays, reflections from past students and parents, afternoon tea, and much reminiscing and connecting between old and new friends. This event provided a link between the past and the future, with our school now growing to include enrolments from outside the immediate farming community. The event allowed current parents to witness the incredible sense of fondness past families have for our school, and past families were thrilled to see the school growing, cared for and with engaged, well mannered and confident students taking a lead role over the day.

Over 2018 students were provided with a range of opportunities including our second very successful beach and water safety camp at Torquay; a three-day outdoor camp for Years 3/4; and a school sleepover for Years P/1/2. Our focus on student leadership continued, with speeches and voting for School Captains and other leadership positions, and an active Junior School Council. We used the Bounce Back and Respectful Relationships programs as well as professional organisations such as the Bully Zero and Life Education to build positive social skills including resilience, communication, help-seeking and problem-solving for all students.

Students participated in a range of sports at both school and interschool level including athletics, cross country, tennis, netball and football, and we continued our successful outdoor swimming and water safety program for senior students, held at a local pool. Many of our students competed at a Zone and Regional level in sport, with students also reaching the State competition in athletics and cross country. We had an increased focus on chess with a weekly lunchtime club, coaching sessions and students taking part in local chess competitions. Our chess team won locally against several much larger Ballarat government and private schools, proving themselves to be the strongest primary school team in Ballarat. Our team went on to play at the State Championships, an extraordinary achievement and a reflection of the natural talent of some of our students as well as a strong school program, supported wonderfully by committed parents.

Our long-standing relationship with the Ryder Cheshire Foundation was strengthened. Mount Blowhard PS has sponsored students from the Raphael School in India for many years and we were thrilled to welcome visitors from the school in India to our school. They were delighted at our students knowledge and understanding of the Ryder Cheshire Foundation and the Raphael school. Our students featured on posters advertising Volunteer Week within the Ballarat community.

Our Fine and Performing Arts programs allowed our creative students to shine. Our biennial Art Show was open

for a week for families and friends to enjoy, with our gymnasium full of student work. The feedback from our wider community following our second Art Show was overwhelmingly positive. All students took part in dance lessons and showcased their skills with a whole-school dance performance leading into the annual disco. Senior students took part in a term of weekly music lessons and we also established a school choir, with performances at school events, a local aged care home and at the Ballarat Show. Our annual End of Year Concert allowed our students to again enjoy music and drama.

We continued to have a very active Parents and Friends committee, and school families joined us for community events such as BBQ's, parent information sessions, school disco, our annual Spring Fete organised and run by Year 5/6 students, dress up days, our weekly assembly, and a talent show. 2018 consolidated many of the positive changes implemented over the previous two years. With passionate and dedicated staff, wonderful students and an incredibly supportive parent community, Mount Blowhard PS is in a wonderful position to continue a journey of school growth and success.

Framework for Improving Student Outcomes (FISO)

The Framework for Improving Student Outcomes areas that we focussed on over 2018 were Excellence in Teaching and Learning: including Building Practice Excellence, Curriculum Planning and Assessment, and High Impact Teaching Strategies.

All staff completed professional learning in the writing programs VCOP and Seven Steps, and pleasingly this was reflected in improved writing data. We began a program of Peer Observations, where teachers observe each other teach and provide feedback.

We worked with several other Ballarat and district schools in mathematics, sharing professional learning, and our mathematics leaders worked together in differentiation (ensuring students of all abilities can engage with a maths activity). We developed a draft Instructional Model, setting out a common lesson structure to ensure quality teaching occurs in all settings. We continued our implementation of evidence-based reading approaches, using systematic synthetics phonics

Achievement

Our student learning data continues to improve, although it is important to keep in mind that with small cohort sizes our achievement can move up and down depending on the cohort of students in a particular year level. Pleasing results for 2018 include very strong Year 3 NAPLAN results, and an average that is similar to like-schools in both Year 3 and Year 5. We achieved a pleasing level of high growth in all NAPLAN areas from Years 3 to 5, particularly in spelling. The lowest Low Growth scores came in spelling and writing, reflecting our focus in those areas over 2017 and 2018. Overall, our NAPLAN Relative Growth continues to improve over time. For example, our High Relative Growth has gone from 20% (2016) to over 40% (2018) in reading; from 0% (2016) to 29% (2018) in writing and 20% (2016) to 57% (2018) in spelling. While we did not have as many students achieve High Growth in numeracy, we had 57% achieve Medium Growth. That is still a very positive result and something to continue to build on in the coming year.

Teacher judgements of student work is similar to like schools, although lower than the median of all primary schools. Moderating student work, where teachers mark the same pieces of work from students across the school, will help us gain greater consistency in judgments against curriculum standards. Continuing to develop our assessment schedule is also essential, so that we are making judgements about the standard of student work based on multiple sources of evidence. Overall, our student learning data for 2018 was very pleasing.

Engagement

Our attendance data is similar to like schools and absences sit below the state median. We do have a number of families who take holidays outside school holiday periods. While this impacts on our attendance data, we understand the challenges of working families in terms of scheduling time away from work. We continue to positively promote attendance, and all students are aware of our whole-school goal that students are absent for

an absolute maximum of 10 days over the year. Very occasionally we need to work with individual families around attendance. Strategies include building student friendships, consistent routines, and even simple strategies such as friends meeting a student at the gate are all successful at supporting students to attend school.

Wellbeing

Our Parent Survey data is very strong, sitting above the median of all primary schools. At times parents have concerns about aspects of their child's schooling, however we work closely with parents to promptly address these, and develop processes and plans for additional support as needed. Increased channels for communication and promotion, including a school Facebook page and detailed weekly newsletters mean parents and the wider community are well-informed about the wonderful things that occur at Mount Blowhard PS. Twice-yearly written reports and twice-yearly Parent-Teacher Interviews, as well as other meetings as required have resulted in more regular home-school communication. Strong scores (above the 75th percentile, meaning above 75% of the state) were for Teacher Communication, Student Motivation and Support, Stimulating Learning Environment, Confidence and Resiliency Skills, Student Agency and Voice, and Physical Environment. Lower scores were Student Connectedness, Promoting Positive Behaviour, and High Expectations for Success, although all these variables were above the 50th percentile for the state, which is still positive.

Student Engagement data has slowly improved, from a low base in 2015 and 2016. While 2018 data is similar to like-schools, the average result for Mount Blowhard PS is lower than like-schools, reflecting lower scores in 2017. The scores on this Annual Report reflect the 'Sense of Connectedness' factor which asks questions around students liking school, being happy to be at school, belonging at school, and looking forward to school. While 74% of students agreed with those statements and only 6% disagreed (potentially 2 or 3 students in a small cohort), there were 21% of students neutral (neither agree or disagree) and we are working with our senior students to enable them to give feedback in confidential ways about their experience of school and what we can do together to move those neutral statements to a more positive endorsement.

We have implemented the Respectful Relationships program and School Wide Positive Behaviours to promote a positive, supportive and welcoming culture. Classroom meetings were used in 2018 as a forum for students to give their input into the running of their school. Further strategies will be put into place to improve this data, including discussing survey results with students in an honest and open way, to allow us to come up with solutions and strategies together.

75% of students felt we managed bullying well, 18% were neutral and 7% disagreed. Working with the Bully Zero foundation we focussed on an agreed definition of bullying so students and parents do not confuse disagreements and normal childhood social challenges with bullying. Staff support students to develop the skills to negotiate and resolve minor issues themselves, to build resilience and problem solving skills. Sometime the expectation is that we will solve every minor issue, which can be counter-productive. Again, this is an area that needs ongoing work and clear communication with our school families. Again, we are taking opportunities to listen to students opinions and ideas around social issues that concern them.

Staff Survey results were again strong. For School Climate, Staff Safety and Wellbeing, Professional Learning and School Leadership, our school mean score was above the mean score for all state primary schools. For the Teaching and Learning module our mean score was slightly below the mean score for all state primary schools. Strong scores were 'Professional Learning Targeted To Improving Literacy and Numeracy', 'Focus Learning on Real-Life Problems', 'Support Growth and Learning of Whole Student'. Areas for improvement were all around time for staff to collaborate and work together, including 'Timetabled Meetings to Support Collaboration', 'Moderate Assessment Tasks Together', 'Monitor Effectiveness Using Data', and 'Timetabled Meetings to Support Collaboration'.

These reflect the challenges of working in a small school, where staff are juggling many roles, some teaching staff are part time and timetabling joint release time for planning and collaboration can be difficult. However, strategies have been put in place to support staff in these areas going forward, including timetabled joint release time with the employment of an additional specialist teacher.

Financial performance and position

Mount Blowhard PS continues to be in a very sound financial position. Gradually increasing enrolments and the employment of graduate staff where applicable have meant that we operate at a surplus. We have continued to carefully invest in buildings and grounds projects and teaching and learning resources, whilst still ensuring that we are able to manage our way through potentially lower enrolments as larger year level cohorts exit the school. Housing growth is occurring on the outskirts of Ballarat, however it is impossible to know what medium or longer term impact this will have on our school enrolment. Our financial plan is to ensure we are able to maintain four classrooms into the future. We endeavour to keep costs low for families, whilst still providing a rich and engaging educational experience for our students.

Equity funds were invested into professional learning for staff, focussed on writing in 2018. Our active and successful Parents and Friends group make a significant contribution to our school through fundraising, allowing us, for example, to purchase take home books, curriculum resources, improve outdoor play spaces and undertake grounds projects. This is an invaluable contribution.

For more detailed information regarding our school please visit our website at
<http://www.mountbhps.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	
<p>Enrolment Profile</p> <p>A total of 77 students were enrolled at this school in 2018, 34 female and 43 male.</p> <p>0 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</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"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</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>NAPLAN Year 3</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> Higher</p> <p> Similar</p>
<p>NAPLAN Year 5</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>NAPLAN Learning Gain 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>29%</td> <td>29%</td> <td>43%</td> </tr> <tr> <td>Numeracy</td> <td>29%</td> <td>57%</td> <td>14%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>57%</td> <td>29%</td> </tr> <tr> <td>Spelling</td> <td>14%</td> <td>29%</td> <td>57%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>29%</td> <td>43%</td> <td>29%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	29%	29%	43%	Numeracy	29%	57%	14%	Writing	14%	57%	29%	Spelling	14%	29%	57%	Grammar and Punctuation	29%	43%	29%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	29%	29%	43%																							
Numeracy	29%	57%	14%																							
Writing	14%	57%	29%																							
Spelling	14%	29%	57%																							
Grammar and Punctuation	29%	43%	29%																							

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>Average Number of Student Absence Days</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>School Comparison 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>92 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	94 %	94 %	94 %	94 %	94 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	94 %	94 %	94 %	94 %	94 %										

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>Students Attitudes to School - Sense of Connectedness</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>Students Attitudes to School - Management of Bullying</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	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$689,697	High Yield Investment Account	\$104,392
Government Provided DET Grants	\$101,672	Official Account	\$10,656
Government Grants Commonwealth	\$900	Total Funds Available	\$115,049
Government Grants State	\$1,800		
Revenue Other	\$7,225		
Locally Raised Funds	\$53,129		
Total Operating Revenue	\$854,423		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$598,530	Operating Reserve	\$23,345
Communication Costs	\$2,971	School Based Programs	\$42,195
Consumables	\$14,961	Asset/Equipment Replacement < 12 months	\$15,000
Miscellaneous Expense ³	\$40,651	Capital - Buildings/Grounds < 12 months	\$23,765
Professional Development	\$6,362	Maintenance - Buildings/Grounds < 12 months	\$10,745
Property and Equipment Services	\$58,452	Total Financial Commitments	\$115,049
Salaries & Allowances ⁴	\$38,997		
Trading & Fundraising	\$11,882		
Utilities	\$3,929		
Total Operating Expenditure	\$776,734		
Net Operating Surplus/-Deficit	\$77,688		
Asset Acquisitions	\$0		

(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)

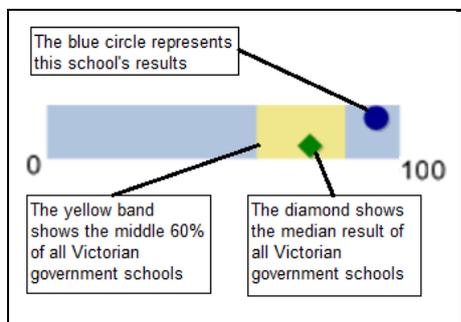
Engagement

- 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).

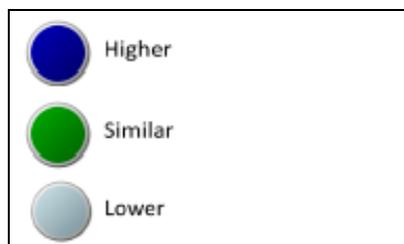


What does *School Comparison* refer to?

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').