

2018 Annual Report to The School Community



School Name: Andersons Creek Primary School (5104)



- 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 Regulation 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 21 March 2019 at 02:00 PM by Susan Dyos
(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 Regulation 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 22 March 2019 at 05:37 PM by James Harris
(School Council President)

About Our School

School context

Anderson's Creek Primary School aims to create a culture of high expectations for our 336 students in a safe and stimulating learning environment around our core values of Respect, Optimism, Responsibility and Honesty. We are committed to the highest possible standards of teaching and learning at every level and aim to develop the whole child. We have many whole school and community activities that are supported by our parents and the wider community. Our school motto is "Learning with the Community".

High academic achievement in Numeracy and Literacy is a key focus. We provide a broad range of learning opportunities for our students in other curriculum areas which include: Science, Information and Communication Technologies, Visual Arts, Health and Physical Education, L.O.T.E. (Italian) and Performing Arts. We also offer student leadership opportunities, Literacy intervention through the MiniLit and MultiLit programs and Kids Hope Mentors.

We focus on differentiating the curriculum for every child using relevant data and the Victorian Curriculum to drive the teaching and learning. In 2018 students developed personal learning goals in consultation with their teachers. These goals were created, reviewed and renewed once achieved and using the Victorian Curriculum Learning Continuum. Student achievement was celebrated through mid-year 3 way conferencing that involved teacher, parents and student discussions and reflections of their Student Learning Diaries.

Anderson's Creek has a strong commitment to the development of a whole school approach to curriculum delivery and in particular, the use of Writer's and Reader's Workshop as instructional models to promote differentiation and enhance student engagement. We are committed to developing student wellbeing and building resilience. We continue to use a range of programs to support student wellbeing including Restorative Practices, Circle Times, CARE groups and lunchtime clubs. Through these and other programs, we are aiming to improve engagement and school connectedness and consequently minimise absences.

In 2018, the school had 15 classrooms, 2 computer labs, multi-use Indoor Stadium, 440 seat Performing Arts theatre, synthetic oval and netball/basketball courts, Visual Arts room, Library Resource Centre, outdoor learning area and canteen. Our ICT resources now comprise of iPad class sets for Level 2, 3 and 4 and Notebook class sets in Level 2 and 4 and projectors in most classrooms.

Our Out of School Hours program operates 5 days a week before and after school. Our staffing profile consisted of Principal 1.0, Assistant Principal 0.6, 15 fulltime class teachers, 4 part time specialist teachers, 1 part time Literacy Intervention teacher and 8 Education Support Staff comprising of 5 Integration Aides and 3 Administrative Staff. All teachers at the school meet the registration requirements of the Victorian Institute of Teaching.

A SSS Key Contact met with Leadership weekly to discuss the wellbeing of students and potential referrals. School psychologists and speech therapists were allocated through the Student Online Case System (SOCS).

Our school is compliant with the Child Safe Standards prescribed in Ministerial Order 870 - Child Safe Standards, Managing Risk of Child Abuse in School.

Framework for Improving Student Outcomes (FISO)

In 2018 Anderson's Creek Primary School focused on the improvement initiatives of building practice excellence and setting expectations in our instructional models of teaching.

Significant progress has been made towards achieving our initiatives including developing whole school processes to support the implementation of our key improvement strategies. A rigorous Performance and Development

process for all staff continues. Staff have undertaken further professional development in Writer's Workshop and began implementing Reader's Workshop across all levels. Peer observation, coaching and mentoring is embedded in our practice and takes place on a termly basis.

Our school is working hard to ensure there is consistency of practice through embedding the instructional models for Literacy and Numeracy and that data is being used to inform our teaching and learning. Our assessment schedule has been amended to include ACER PAT Reading as an online assessment tool. Essential Assessment in Numeracy was trialled in Level 2 to assist in the collection and triangulation of data in Numeracy.

We put a strong emphasis on collecting, analysing and using data to inform teaching and learning and plan for targeted differentiation. In 2018, the School Improvement Team (SIT) focused on data literacy and continuing school improvement. Data is at the core of whole school, level and individual planning.

Work undertaken through our 2018 AIP was in line with the FISO model and aimed to further enhance and improve student achievement, engagement and wellbeing.

Achievement

In 2018, Anderson's Creek Primary School's combined teacher judgement (Victorian Curriculum) scores and (NAPLAN) data has shown positive growth, with our students performing above the expected range when compared to the median of all Victorian government primary schools.

NAPLAN Reading and Numeracy outcomes at Year 3 and Year 5 were above the state median.

NAPLAN Learning Gain refers to student performance across the 5 domains of Reading, Numeracy, Writing, Spelling and Grammar and Punctuation over the two year period from Year 3 to Year 5. Students achieved a combined medium to high growth in Reading -79.4%, Numeracy - 80%, Writing - 85.7%, Spelling - 74.3%, Grammar and Punctuation - 65.8%.

In 2018 Anderson's Creek Primary School completed its Review process and set the new Strategic Plan for 2019-2023. Emphasis will be placed on further improving student learning growth in Literacy and Numeracy, with particular focus on increasing student achievement in the top two bands in Naplan through building teacher capacity to differentiate and ensure challenge and progress for every student.

In 2018 teachers continued to work collaboratively in teams to plan, deliver and assess curriculum. Through analysing data and planning for differentiation, teaching and learning was targeted to meet individual student needs. Using data, teachers created Individual Learning Improvement Plans (ILIPs) for students achieving 12 months or more below the expected level and Individual Learning Extension Plans (ILEPs) for students achieving 18 months or more above the expected level. Students funded under the Program for Students with Disabilities have continued to monitor, review and set goals in accordance with the PSD process.

Professional development was a key priority during weekly staff meetings and our two focus areas were implementing Reader's Workshop and embedding the school-wide instructional models in Numeracy and Literacy. A Literacy Leader was identified and appointed and completed the Bastow Literacy Leadership Development Course. In 2019 the Literacy leader will provide coaching, mentoring and ongoing professional development for all teachers.

In 2018 a class set of 28 laptops were purchased to support and enhance Literacy and Numeracy programs. Technology leaders began implementation of the 4 year ICT plan to ensure technology is current and readily accessible for student learning.

Engagement

Our student attendance data compared favourably to similar schools over the previous 12 months. The average attendance rate for 2018 and the 4 year average falls lower than the median for all Victorian Government Schools, with the main reason for absence being due to illness and extended family holidays.

The Student Engagement Policy was referred to with all staff specifically focusing on its implementation in the classroom.

Key aspects of this included;

- Clearly articulated learning intentions for each activity in the classroom. i.e. the WALT and WILF is displayed and discussed by the teacher to clarify what is being taught and why. Clear outcomes for each lesson are articulated through these learning intentions.
- Common school-wide language of SMART goals was introduced throughout 2018 and teachers and students continually set SMART GOALS for Literacy and Numeracy. Students move along the learning continuum when evidence of goals being achieved has been demonstrated.
- Teachers plan in teams, focusing on differentiated learning tasks and meeting the individual learning needs of their students. Teachers also plan Shared Reading and Modelled Writing tasks during the Literacy block that reflect the needs and interests of their cohort of students to enhance engagement.
- Case studies have been introduced in team meetings, where teachers use assessment data to discuss how to improve a student outcomes in a professional forum. A continued focus on case studies is to take place throughout 2019.

Students were involved in 3-way interviews where they shared successes with their parents and teachers and planned for future areas for improvement in their learning. Student Learning Diaries included reflections as a common theme across the school and across curriculum areas.

Lunchtime club activities were increased and included Library Lunch Time, Lego Club, Choir, Free Choice Writing Club and Dance Club. We provided a range of extra curricula activities including sports clinics and music lessons.

Wellbeing

Students Attitudes to School data refers to the two following areas: 1. Sense of Connectedness; 2018 results were in line with State median percentages. 2. We are extremely proud to have improved our outcomes in the areas of Management of Bullying, with 2018 results ranking above the State median percentages.

We continued to work on improving student connectedness to school and their learning through Restorative Practices, Circle Time activities, Junior School Council, Student leaders, Lunchtime clubs, providing opportunities for Student Voice and Inquiry Learning.

Anderson's Creek participated in its first National Day of Action - Bullying. No Way! All students participated in classroom activities and then signed a pledge to say 'No to Bullying and Violence'. We intend on making this an annual school event.

There is a structured transition process across the school with all students meeting in their new year levels for four sessions and meeting their class teacher in the final session. Buddy programs continued to operate in 2018 - Foundation and Grade 6 as well as Grade 1 and Grade 5 students were paired up and met regularly throughout the year. These programs successfully connected younger students with older students in the school and assisted with transition for young students as well as providing continual support for them throughout the year. Acting as mentors, older students developed skills in leadership as part of this initiative.

At the start of the year all classes participated in the ACPS Start Up Program. Class norms and routines were established. School values were reinforced and promoted and 'Trusted Adults' at school and home are identified by students. Yard Duty teacher supervision was increased to include an extra teacher on duty during lunchtimes to ensure students needs were being addressed and opportunities for dispute resolutions were undertaken during the lunchtime play period.

CARE groups, established in 2017 consist of small groups of students from Foundation to Grade 6 and continued throughout 2018. These groups met twice a term and worked on collaborative tasks to build inclusion. Where possible, the same teacher remained as the leader of their CARE group.

Additional support was offered to students in need through the form of Kids Hope, PSG/SSG meetings, Literacy Intervention and SSS services support students with additional needs was provided.

Financial performance and position

Anderson's Creek Primary School, through careful strategic planning maintained its sound financial position, recording a net operating surplus. This was achieved by an SRP surplus and strong locally raised funds, whilst still making significant investments in both school facilities and programs aimed at enhancing student outcomes.

Learning programs were improved with the purchase of a class set of 28 netbooks with trolley and 5 projectors throughout the school. A significant investment was once again put into Professional Development to support Literacy and Numeracy. Equity funding was used to subsidise the Literacy Intervention Program. Additional DET funds were used to enhance inclusion and improve bushfire protection at Anderson's Creek Primary School.

2018 saw the renewal and establishment of shade sails to two large open areas. The initiative has supported the welfare of students in break time and students in the school's OSHC program. Once again the Warrandyte Community Bank has supported the school with a grant to enhance robotics in the STEM program. Both the ACPS parent community and wider Warrandyte community has provided excellent support with Building Fund donations and substantial fundraising.

The continued support from families and the community allows the school to provide the best possible programs & facilities to our students. Surpluses carried forward include funds set aside for the replacement of the schools artificial turf oval.




For more detailed information regarding our school please visit our website at
<https://www.andersonscreekps.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.

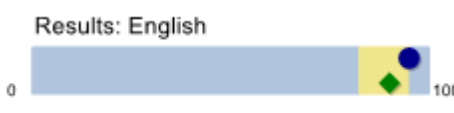
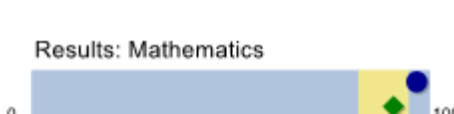


Members of the community can contact the school for an accessible version of these data tables if required.

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 336 students were enrolled at this school in 2018, 165 female and 171 male.</p> <p>2 percent were EAL (English as an Additional Language) students and 0 percent 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> Similar</p> <p> Similar</p> <p> Similar</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> Higher</p> <p> Higher</p> <p> Higher</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>	<p>Reading</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>21%</td></tr> <tr><td>Medium</td><td>38%</td></tr> <tr><td>High</td><td>41%</td></tr> </table> <p>Numeracy</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>20%</td></tr> <tr><td>Medium</td><td>43%</td></tr> <tr><td>High</td><td>37%</td></tr> </table> <p>Writing</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>14%</td></tr> <tr><td>Medium</td><td>57%</td></tr> <tr><td>High</td><td>29%</td></tr> </table> <p>Spelling</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>26%</td></tr> <tr><td>Medium</td><td>54%</td></tr> <tr><td>High</td><td>20%</td></tr> </table> <p>Grammar and Punctuation</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Low</td><td>34%</td></tr> <tr><td>Medium</td><td>43%</td></tr> <tr><td>High</td><td>23%</td></tr> </table>	Category	Percentage	Low	21%	Medium	38%	High	41%	Category	Percentage	Low	20%	Medium	43%	High	37%	Category	Percentage	Low	14%	Medium	57%	High	29%	Category	Percentage	Low	26%	Medium	54%	High	20%	Category	Percentage	Low	34%	Medium	43%	High	23%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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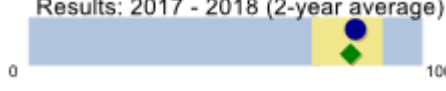


Performance Summary

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>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>	<p>Results: 2018</p> <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>Few absences <-----> Many absences</p> <table border="1" data-bbox="545 913 1032 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>95 %</td> <td>94 %</td> <td>93 %</td> <td>93 %</td> <td>94 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	95 %	94 %	93 %	93 %	94 %	93 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	95 %	94 %	93 %	93 %	94 %	93 %										

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>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</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>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</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	\$2,455,447	High Yield Investment Account	\$206,865
Government Provided DET Grants	\$258,094	Official Account	\$45,614
Government Grants Commonwealth	\$51,385	Other Accounts	\$34,762
Government Grants State	\$387	Total Funds Available	\$287,242
Revenue Other	\$7,321		
Locally Raised Funds	\$369,234		
Total Operating Revenue	\$3,141,867		
Equity¹			
Equity (Social Disadvantage)	\$9,437		
Equity Total	\$9,437		
Expenditure		Financial Commitments	
Student Resource Package ²	\$2,416,251	Operating Reserve	\$102,168
Books & Publications	\$8,969	Other Recurrent Expenditure	\$7,776
Communication Costs	\$3,702	Provision Accounts	\$815
Consumables	\$64,647	Asset/Equipment Replacement < 12 months	\$57,040
Miscellaneous Expense ³	\$166,809	Capital - Buildings/Grounds < 12 months	\$20,000
Professional Development	\$16,055	Maintenance - Buildings/Grounds < 12 months	\$48,100
Property and Equipment Services	\$109,571	Capital - Buildings/Grounds > 12 months	\$80,000
Salaries & Allowances ⁴	\$187,273	Total Financial Commitments	\$315,900
Trading & Fundraising	\$43,903		
Utilities	\$36,767		
Total Operating Expenditure	\$3,053,948		
Net Operating Surplus/-Deficit	\$87,919		
Asset Acquisitions	\$37,767		

(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 04 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)

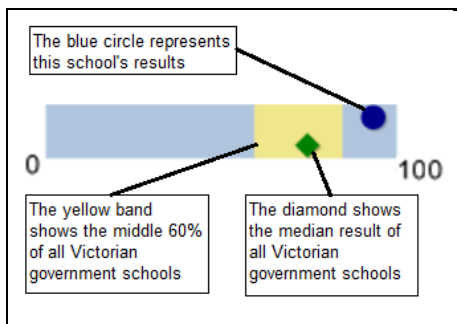
Engagement

- 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).

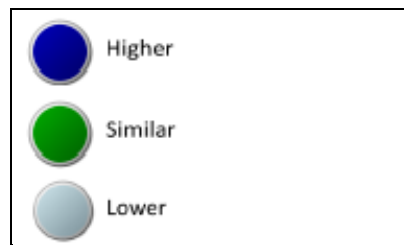


What does *School Comparison* refer to?

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').