

# 2019 Annual Report to The School Community



**School Name: Armadale Primary School (2634)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 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 06 July 2020 at 12:02 PM by Rochelle Cukier (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

To be attested by School Council President

## About Our School

### School context

Armadale Primary School (APS) is located in the inner south east suburbs of Melbourne, approximately 6.8 kilometres south east of the CBD in the residential suburb of Armadale. Our school's vision is to be an exemplary learning community. We place the highest value on honouring and developing the whole child with the skills, knowledge and dispositions for a lifetime of inquiry. We strive for a culture of excellence for all learners within a nurturing and inclusive community to create a sense of belonging. We value diversity and seek to promote a deeper understanding of our world. Our values are : Learning, Excellence, Honesty, Respectfulness and Kindness. Highly motivated and dedicated staff learn collaboratively across the school, collecting evidence of each child's learning to design and enact a rigorous, revealing and engaging curriculum that supports the developmental needs of our students. Knowing who our students are; empowering them in the learning process and valuing learner agency is key to ensuring our students are highly engaged in their learning. Our pedagogical practices focus on enabling the key dispositions of great learners to develop which will equip students for life in the 21st century. We provide equal access to and participation in our curriculum for the range of developmental needs targeting the teaching, to ensure that maximum growth is achieved for each child. Specialist curriculum classes P-6 comprises LOTE Italian, Heath and Physical Education and The Arts enriching the Victorian curriculum offered in each classroom. Students have the opportunity to participate in the Student Representative Council; Green Team, Choirs, Senior Gardening Club, Chess and Young Engineers Clubs, whole school swimming programs, camps, incursions and excursions, House athletics and Swimming Carnivals; Inter school sports and Gala Days. We also offer a comprehensive Arts curriculum enabling children to perform and participate in a range of visual arts; drama, dance and music. Italian Day, Harmony Day and Book Week parade are highlights of the school calendar every year. Students are also afforded opportunities to participate in a variety of clubs through our highly regarded in-house OOSHC program and instrumental and orchestral music is offered to our students through both classroom teachers and external providers. Our community partnerships are very strong and viable and parent involvement is one of our strengths. APS offers 383 students excellent educational provision in a well-maintained heritage listed site. Our overall socio-economic profile remains high and the SFOE index is 0.1119. We have 2.0 FTE Aboriginal students. The staffing profile is made up of 1 Principal, 1 Assistant Principal, 1 leading teacher, 2 learning specialists, 19 classroom teachers, (20.4 EFT) and 10 Educational Support Staff (7 EFT).

### Framework for Improving Student Outcomes (FISO)

In 2019, the school's AIP focused on the implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of Building Practice Excellence and Curriculum Planning and Assessment. This included:

1. Building teacher capacity to implement evidence-based literacy teaching strategies.
2. Developing teacher's strong pedagogical content knowledge in Maths and English so that optimum growth can occur
3. Developing teacher capacity to design curriculum that offers authentic learning experiences to the children

To support implementation of these KIS we further developed teacher pedagogical knowledge and capacity to plan for and implement differentiated teaching practices in literacy from Years 3-6 that stretched and challenged each child. This was enabled through the coaching of the Assistant Principal in our curriculum design sessions. This coaching model also empowered the teachers to be more researchful and they continued to gather data around the student learning outcomes. This data was analysed and tracked and teaching was targeted to lead to growth. The learning outcomes in literacy were improved through collaborative planning and analysis of student progress data at each team meeting. We also strengthened the teacher's understanding of the developmental approach to reading and what are the most effective teaching practices to support this, highlighting the tools and strategies available on the Literacy portal. This was enhanced through the Professional Learning provided by English Learning Specialist. We continued to implement the strategies from our Action Plan designed as part of the Bayside and Peninsula Renew Project. We further developed teacher knowledge and capacity to work in effective teams utilising the connecting the learning team model to improve student outcomes. We continued the partnership with Ed Partnerships to develop teacher's strong pedagogical content knowledge and further developed our teacher's capacity to use low floor high ceiling differentiated open ended learning activities. We also introduced the launch, explore, summarise model of effectively teaching Maths and implemented a relentless consistency of our teaching routines and rituals across the whole school. Appointment of both an English and Maths Learning Specialist assisted in the learning and working together to develop

a deeper understanding of high quality learning and assessment designs. Learning Specialists were appointed as professional practice coaches for teachers. The Maths Specialist was released to work as a coach across the school. This showed positive changes in teacher practice and student learning outcomes. We have also successfully expanded our Leadership team structure, where a major focus has been providing rich learning opportunities to all staff by delivering high quality professional learning in place of staff meetings. Positive gains in the School Staff Survey showed clear evidence of the Learning Specialists impact, with additional evidence gathered through exit tickets and other evaluative tools across school teams.

We intentionally enacted our curriculum to ensure all of the children are positioned agentially in their learning. That is, not only are the children afforded the opportunities to shape and direct their learning, but they are empowered, self-motivated and have the will to take up the challenges and the struggle that is offered. When the challenge is met and the struggle overcome, and this specific learning cycle is complete.

## Achievement

Our overall student achievement goal is to maximise student achievement growth across the Victorian Curriculum in Mathematics and English from Prep to Year 6. Armadale Primary continued to support each child in their learning journey and ensured that they developed enduring habits of mind and dispositions that equip them for successful learning experiences. We supported our learners to be reflective and critical thinkers who demonstrated agility and adaptability in their thinking and application of knowledge.

In 2019, student achievement from Prep to Year 6 at Armadale Primary remained high. We saw increases in student learning growth against the Victorian Curriculum, with 98% of students making one year's growth in one year in Reading, 99% for speaking and listening, 97% in Writing and 98% in Number and Algebra, meeting the 12-month targets set in the 2019 AIP. These figures are significantly above similar, network and all state schools.

- At P-6, 45% of the students achieved 6 months and above their expected levels in Reading and Viewing and 53% at age expected;
- 35% performed at 6 months or more ahead of their expected achievement in Number and Algebra and 64% at age expected.
- Our implementation of a rigorous assessment schedule in 2019 and our sustained efforts on capturing multiple sources of evidence, tracking student data and enhancing our pedagogical content knowledge has enabled teachers to more accurately inform judgements for assessment and reporting purposes. This work has brought our school to be above similarly advantaged schools and schools in our network

Attainment of our targets in our Annual Implementation Plan was reflected in our school's NAPLAN results which confirm our overall high achievement with students achieving well above state mean results in all of the areas measured for Year 5 and in the majority of areas for Year 3.

- In 2019, 67% of the children in Year 3 were in the top 2 bands for reading compared with 57% for the State.
- In Year 5, 65% of the cohort were in the top 2 bands for reading compared with 40% for the State.

There were variations in the high to medium growth across all 5 assessments in NAPLAN and further drilling down into individual student scaled scores allowed the school to undertake a comprehensive analysis of the data. This then enabled teaching teams to move forward with greater emphasis on tracking student growth and targeting teaching to where the impact would be greatest. This diagnostic work will be a focus in 2020.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans

We are all very proud of these results and reflect the effectiveness of our evidenced –informed practices. The priorities of 2019 included designing the learning to ensure all children are provided with opportunities to be challenged and stretched in their learning. We strengthened the learning culture in such a way as to make students active agents in their own learning. We aspired to ensure all learners were able to bring their strengths and dispositions to their learning in ways that enabled them to reach their full potential.

## Engagement

Our student engagement goal is to provide personalised, authentic and meaningful learning experiences for our students, to afford them choice in their learning, a voice and agency to make a significant difference and to fully participate in school life. The philosophy of developing the whole child continues to underpin the school's approach to student wellbeing and engagement. The emphasis on partnering to learn with our children and our community enables children to feel empowered as learners and parents as partners in each child's educative journey. The results from the Attitude to School Survey completed by Year 4, 5 and 6 students were again outstanding in 2019 highlighting the strong engagement our learners have. In every category (variable), we far exceeded the results for 60% of all government primary schools and we are ranked higher than all schools in our network and those with a similar cohort. The following variables attest to our strength in student engagement across all 3 year levels :

- Sense of connectedness 94%;
- Student voice and Agency 89%
- High expectations for success 99%,
- Self-regulation and goal setting at 96%;
- Learning confidence 96%
- Differentiated learning challenge at 97%.
- Effort 95%
- Motivation and Interest 95%
- Sense of Confidence 98%

Reflective practices; use of student voice; student agency; student empowerment through a negotiated and personalised curriculum and the quality relationships that teacher have with the children, all underpin our outstanding student engagement.

In order to increase our level of parent engagement, several workshops and evenings were conducted to support our parent community. Learning walks during the school day were also introduced to give our community greater insight to the pedagogical practices employed by the teaching staff. Though not hugely attended, the feedback to the school was highly positive and parents were very grateful for the opportunity. We are also exploring ways to engage with our community through additional surveys to uncover how we can lift our parent's satisfaction further.

In 2019, overall student absences are slightly more than the state median, with extended family holidays and attending ski schools at the snow fields in Term 3, being the main reason for absences. To improve our absence rate, we will continue to emphasise students' agency in their learning and strengthen the overall engagement and partnership with our community and the sense of belonging for each member of our community.

## Wellbeing

Our Strategic Plan articulates the wellbeing goals we aspire to achieve for all of our students: 1. To have flourishing, thriving and resilient children who approach each day with a positive mindset. 2. To develop students who are empathetic, resilient and willing to contribute to the wellbeing of others.

The wellbeing of all Armadale Primary students is of the highest priority to the school and is reflected in our whole school approach to student wellbeing, which is not implemented separately to the curriculum, but sits at our core. Relationships, trust and acting with integrity are at the cornerstone of our culture. Ongoing successful embedding of daily practices of circle time, class meetings, restorative practices and other pro-social designs, are an integral part of our nurturing and inclusive culture.

Our wellbeing ratings as derived from the Attitudes to School Survey in 2019 once again place Armadale PS significantly above the means for both the state and similar schools. The highest rated variables were:

- Sense of Connectedness at 94%
- Advocate at School at 98%
- Sense of Inclusion at 96%
- Managing Bullying at 95%
- Resilience 95%
- Respect for diversity 91%

The school has taken the following initiatives to ensure student wellbeing is very strong:

- In 2019, the whole school undertook professional Learning in Restorative Practices and it is this process that we use to help children take ownership and responsibility for their actions and to see another person's perspective. Both these strategies assist children to restore their friendships and relationships with others.
- Workshops on Restorative Practices and Body safety awareness were additionally provided to parents and carers to support them as they gatekeepers of children's wellbeing and safety.

Our curriculum enactment ensures that we:

- continued our Professional Learning as a learner partner in the program "Respectful relationships"; in 2019,
- continued to implement a positive psychology education program with themes of resilience, gratitude and kindness.
- continued to implement Yoga, meditation and mindfulness as part of our daily classroom practices.
- Our annual "Harmony Day" highlights our multicultural heritage, our inclusiveness and appreciation of cultural diversity to create a sense of belonging.

Everyone has the right to feel safe at APS and this underpins all of the school's operations, protocols and practices.

- Be kind, be safe and be your best is the ethos of all children when at play and during sports at APS.

### **Financial performance and position**

Armadale Primary School maintained a very sound financial position throughout 2019. The 2016-2019 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. The Financial Performance and Position report shows an end of year operating surplus of \$153, 701. This surplus occurred through the Premier's Pick my Project grant, generous community donations to our building and library funds and through our hard working P.F.A in 2019. The school received a very small amount of Equity Funding, which contributed towards the resources used for children with learning difficulties and special needs.

**For more detailed information regarding our school please visit our website at**  
<https://www.armadaleps.vic.edu.au>

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

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

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

### School Profile

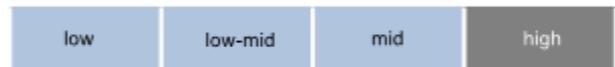
#### Enrolment Profile

A total of 383 students were enrolled at this school in 2019, 193 female and 190 male.

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

#### Overall Socio-Economic Profile

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



#### Parent Satisfaction Summary

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

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



#### School Staff Survey

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

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



## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p>Similar School Comparison</p> <p>● Above   ● Similar   ● Below</p> <p>Above </p> <p>Above </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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><b>Above</b> <span style="color: teal; font-size: 24px;">●</span></p> <p><b>Similar</b> <span style="color: lightblue; font-size: 24px;">●</span></p>
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p><b>Results: Reading</b></p> <p><b>Results: Reading (4-year average)</b></p> <p><b>Results: Numeracy</b></p> <p><b>Results: Numeracy (4-year average)</b></p>	<p><b>Below</b> <span style="color: blue; font-size: 24px;">●</span></p> <p><b>Above</b> <span style="color: teal; font-size: 24px;">●</span></p>

## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>NAPLAN Learning Gain Year 3 - Year 5</b></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><b>Reading</b></p> <p><b>Numeracy</b></p> <p><b>Writing</b></p> <p><b>Spelling</b></p> <p><b>Grammar and Punctuation</b></p>	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <p>Statewide Distribution of Learning Gain (all domains)</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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Below <span style="color: blue; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <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>90 %</td> <td>92 %</td> <td>91 %</td> <td>90 %</td> <td>92 %</td> <td>92 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	90 %	92 %	91 %	90 %	92 %	92 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
90 %	92 %	91 %	90 %	92 %	92 %	91 %										

### 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: ◆ Similar School Comparison Key: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Above <span style="color: teal; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p>Above <span style="color: teal; font-size: 2em;">●</span></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, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,795,979	High Yield Investment Account	\$261,678
Government Provided DET Grants	\$307,535	Official Account	\$100,884
Government Grants Commonwealth	\$11,421	Other Accounts	\$10,501
Government Grants State	\$156,418	<b>Total Funds Available</b>	<b>\$373,063</b>
Revenue Other	\$11,295		
Locally Raised Funds	\$1,000,369		
<b>Total Operating Revenue</b>	<b>\$4,283,017</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$5,897		
<b>Equity Total</b>	<b>\$5,897</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,802,239	Operating Reserve	\$200,847
Books & Publications	\$6,935	Provision Accounts	\$11,500
Communication Costs	\$2,637	School Based Programs	\$84,000
Consumables	\$68,786	Beneficiary/Memorial Accounts	\$10,501
Miscellaneous Expense <sup>3</sup>	\$248,429	Funds for Committees/Shared Arrangements	\$90,000
Professional Development	\$52,062	Capital - Buildings/Grounds < 12 months	\$147,000
Property and Equipment Services	\$216,481	Capital - Buildings/Grounds > 12 months	\$30,000
Salaries & Allowances <sup>4</sup>	\$514,866	<b>Total Financial Commitments</b>	<b>\$573,848</b>
Trading & Fundraising	\$187,215		
Utilities	\$29,666		
<b>Total Operating Expenditure</b>	<b>\$4,129,316</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$153,701</b>		
<b>Asset Acquisitions</b>	<b>\$59,510</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school  
 (2) Student Resource Package Expenditure figures are as of 26 February 2020 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)

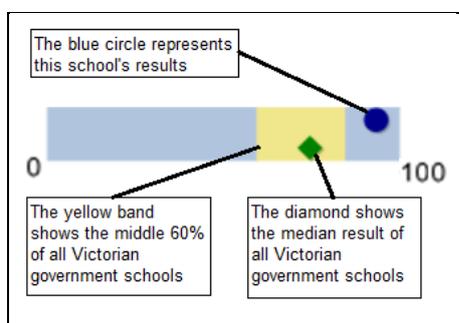
### Engagement

- 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).

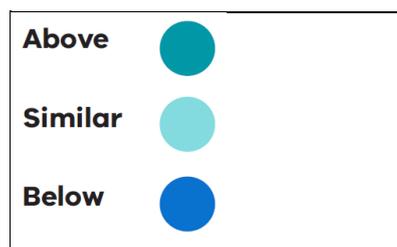


## What does *School Comparison* refer to?

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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## 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').