

2019 Annual Report to The School Community



School Name: Whorouly Primary School (1373)



- 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 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 03 July 2020 at 01:39 PM by Pauline McPherson (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.

Attested on 21 August 2020 at 04:50 PM by Kristie Elkington (School Council President)

About Our School

School context

Whorouly Primary School, established in 1874, is located in the Ovens Valley between Wangaratta and Myrtleford in North Eastern Victoria, approximately 250 kilometres from Melbourne. Students are drawn from the town itself and the school bus service transports students from the surrounding district. Our school is located in the small rural township of Whorouly and has close ties with the neighbouring Whorouly Pre School and the local community groups. Whorouly Primary School is a member of the Ovens Learning Community of schools and is the base school for a MACC (Mobile Art Program) servicing seven schools.

In 2019, there were 27 students across all grade levels from Foundation to Grade 6. Our students come from a wide range of families with diverse backgrounds. We are proud of our diversity and inclusive school community. We provide a nurturing and challenging environment that empowers students to achieve their personal best, both academically and socially.

The following values underpin the beliefs of the Whorouly Primary School Community, reflect those of the broader community, and provide the basis for our actions:

Learning: Acquiring academic, social, physical and emotional knowledge and skills.

Relationships: Developing authentic relationships where mutual respect and support are promoted.

Persistence: Cultivating a positive work ethic and managing challenging situations as they arise.

Respect: Building respect for self and others, our community and the environment.

Teamwork: Working co-operatively with others towards common goals.

Our heterogeneous profile means that in any given class a range of student ability exists. Within this diversity, our school aims to challenge all students to become optimistic, resilient, creative and critical thinkers. We seek to promote our school values and inspire diversity, achievement, responsibility and endeavour throughout the curriculum, in co-curricular activities, and in our daily operations.

It is the intent of the school to invest in developing the capacities of all stakeholders to ensure we are actively engaging in a process of improvement by:

- building the capacity of staff to deliver consistent quality teaching practice
- ensuring consistent levels of learning growth for every student in literacy and numeracy
- strengthening the school as a learning community.

Whorouly Primary School prioritises small learning groups for literacy and numeracy to provide individual attention for every student. We facilitate the use of technology to support all learning with every student having access to their own laptop or desktop computer. The school provides programs in all domains of the Victorian Curriculum. Students also participate in multi-age sessions working as a whole school group. Specialist teachers present the Library, Art and Italian programs. The classroom programs are enriched through camps, excursions, musical performances, the Stephanie Alexander Kitchen Garden Program, Blueearth and OLC Cluster activities. Our chaplain provides support to our students and families.

The Whorouly Primary School buildings consist of a semi-open plan learning space, with a junior and senior classroom space, a multi-purpose classroom, a large covered deck, kitchen/staffroom, office, resource room and library/meeting room.

Whorouly Primary School places great emphasis and value on being a community school with parents, students, teachers and community members and groups working together to provide a quality education.

The Whorouly Preschool is adjacent to the school and we collaborate to provide valuable transition opportunities for the children. Most of our Foundation enrolments have attended our local preschool.

In 2019, we continued the part-time, three-classroom model of Junior, Middle and Senior classes for literacy and numeracy, which collapse back to two classes of P-2 and 3-6 at different times during the week depending on staffing. Students move fluidly between the groups based on learning ability and needs.

In 2019, we had 27 students, one full time classroom teacher and one teacher at 0.6 EFT, while the Principal had a significant teaching load of 0.8. The full time MACC Art teacher is also based at Whorouly Primary School. We had two part time Education Support staff supporting students with Level 1, 2 and 3 funding, the business manager worked 0.5 and a chaplain at our school 0.3 EFT.

In 2020, with an increase in enrolments, including more than 10 Foundation students, we will be in a financial position

to continue our classroom structure for literacy and numeracy, the same classroom teaching staff time allocation, as well as the opportunity to employ a Music/Science Specialist and provide an additional Education Support position.

Framework for Improving Student Outcomes (FISO)

2019 was the third year of the four-year Strategic Plan cycle from 2017-2020 and we focused on the following FISO Initiatives:

- Building Practice Excellence
- Evaluating the Impact on Learning

Our Key Improvement Strategies (KIS) have been to:

- Build consistency of practice in curriculum planning
- Build teacher capacity of differentiate high quality teaching to maximise growth for every student
- Investigate whole school data collection, including assessment tools to demonstrate student growth.

Throughout 2019 our professional learning directly correlated to our SSP, AIP goals and Professional Development Plans. We met weekly with a focus on our AIP goals in literacy and numeracy to build teacher knowledge of the curriculum and to develop our capacity to implement best practice. Our professional learning was focused on building practice excellence in the Reading Workshop and to use data effectively to differentiate in our numeracy lessons. Participation in Learning Walks and Talks enabled teachers to monitor the impact of teaching strategies and to identify areas of improvement needed to improve student outcomes. The comprehensive reflection and feedback in our team has identified student learning needs, teacher professional learning needs and the future teaching focus. Teachers participated in Learning Walks and Talks in both literacy and numeracy classes.

Throughout the year we reviewed and improved the school Scope & Sequence by adding more detail to the documentation first developed in 2017 and modified each year to ensure it is a comprehensive practical resource for all class teachers including CRT's. In 2019 we added more detail to the reading, spelling and grammar scope and sequence and linked Maths topics to the Victorian Curriculum, previous learning and real life. We will continue to fine-tune this document during 2020 to detail the proficiencies and big ideas in the Maths curriculum, while also ensuring the CAFÉ strategies are included, and the Reading Workshop, the Writing Workshop and Integrated Studies units complement each other. Documenting the capabilities across all learning areas and detailing Speaking and Listening focus and opportunities across the year will also be part of our work in 2020.

All teachers are part of our School Improvement Team and together we monitor our progress in achieving our SSP, AIP goals and targets and the FISO Improvement Cycle.

The whole school assessment schedule has been reviewed and teachers use a range of formative and summative assessment strategies to provide consistency in assessment. Data is recorded on the whole school data wall and indicates level of achievement and learning growth.

Throughout 2019 we worked to improve our assessment literacy in SIT meetings and PLT's with opportunities to moderate student writing with OLC schools and develop our ability to provide targeted feedback for students in the reading conference relevant to their learning goal. We used learning logs to differentiate teaching and monitor student progress and used assessment data to evaluate and modify teaching and identify student learning growth.

Achievement

Our student data as provided in this report, in particular our NAPLAN data, is limited due to our low cohort numbers. We also had some variation in Grade 5 students to those who were tested in NAPLAN in Grade 3 in 2017. Therefore it is essential to focus on individual students and their personal learning growth and how the Individual Learning Plans that are developed for every student in the school address individual student needs.

We are meeting the targets of 12 months growth for every student using teacher judgements except for our Grade 3 cohort in Reading and Writing. An inquiry cycle was established to identify specific learning needs for this group to improve their learning growth and additional literacy support was provided. This cohort of students will continue to be monitored and supported to improve in 2020.

Our student learning data indicates a high percentage of all students at or above the age expected level in Reading and Viewing, Speaking and Listening, Measurement and Geometry, Number and Algebra and Statistics and Probability which is at or above similar schools. Writing is the one area where teacher judgements are significantly below similar schools, mostly impacted by Year 2 and 3 data. Refining the teaching of writing will need to be a future focus for our school.

We met our NAPLAN target for 100% medium to high learning growth for Grade 5 students. 2017-2019 NAPLAN benchmark growth for students in Grade 5 is similar to or better than like schools.

In 2019 teachers taught the same grade levels to provide consistency and to continue to develop their capacity to deliver quality teaching practice. Reading was a focus to build practice excellence. Revising and improving the Reading Scope and Sequence developed teacher knowledge of curriculum content while participating in professional learning supported the implementation of the Reading Workshop. Using specific assessment strategies to identify student learning needs also provided consistency and guided planning. Continuing to improve the teaching of numeracy and embed best practice by ensuring the Mathematics Scope and Sequence explicitly indicated the numeracy connection to real life and by using pre and post-tests to guide planning, group students and identify learning growth, has also been a focus.

Engagement

We want all our students to have a great education, and the building blocks for a great education begin with students coming to school every day. We are responsive to a range of school data such as attendance, Student Attitudes to School, Parent and Staff Opinion data and school level assessment data. Our 2019 attendance data indicated a need to transform as attendance has been on a declining trajectory.

In 2019 the number of students with 20 or more absence days increased to 35% which is a significant increase from 22% in 2018 which was also an increase from 2017. However some long term illnesses impacted our 2018 and 2019 attendance data.

Attendance plans were implemented for some students and DET information detailing the importance of attending school every day was regularly provided in the school newsletter. This concerning data was discussed at School Council regularly. Attendance awards were implemented to encourage students to attend school. Parents and carers now routinely text, record in uEducateUs or ring the school to inform the school of their child's absence and only occasionally do we need to make the first contact.

We have continued to provide quality programs in Blueearth, SAKG, STEM, Bike Ed, Italian, Library/Science and Art. We also organise and participate in camps for Grades 3-6 and Cluster days for all levels with the OLC Cluster. Our parents, carers and community members contributed greatly to our programs and fundraising to enable us to provide the best possible opportunities and engaging programs and activities for our students.

Positive engagement in school programs is supported by the Student Attitudes to School Survey data with 100% positive responses to stimulated learning environment and 94% positive attitude to attendance.

Wellbeing

Our Student Engagement and Wellbeing Policy ensures our students and members of our school community understand our commitment to providing a safe and supportive learning environment, our expectations for positive student behaviour, supports available for students and families and our school policies and procedures in place for responding to inappropriate student behaviour.

Whorouly Primary School prioritises positive relationships between staff, students and parents/carers, recognising the fundamental role this plays in building and sustaining student wellbeing. Parent Opinion Survey data showed 100% of parents who completed the survey were satisfied with the school overall.

We have an extensive transition program with the Whorouly Pre School and an ongoing Buddy program for Foundation and senior students. We acknowledge positive behaviour and student achievement in the classroom, and formally in school assemblies and in our communication to parents, in particular the school newsletter.

We include programs such as Blueearth, You Can Do It, Respectful Relationships, Mindfulness, eSmart Learning and Cyber Safety for Kids as part of our curriculum, and these programs are supported by our chaplain who was appointed in Term 4.

We have an ongoing relationship with Child First and Upper Murray Family Care to support families at our school. Through the Walk to School Program in Term 4 we were able to work with the Rural City of Wangaratta and YMCA to provide a healthy active program for our students and our Breakfast Club every Wednesday morning provides a nutritious breakfast shared by students, pre-schoolers, parents and staff.

Our progress in ensuring student wellbeing is reflected in the Attitudes to School Survey data with 97% of students believing they have an advocate at school, 100% of students not experiencing bullying and 100% positive responses for managing bullying, resilience and sense of inclusion. Overall 90% of students feel connected to the school and this

area as well as sense of confidence, motivation and student voice are aspects of student wellbeing to focus on in 2020. Due to a number of long term illnesses in 2019 it was difficult to ensure all students in Grade 4, 5 and 6 participated in the Attitudes to School Survey and this is a performance area to renew in 2020.

Financial performance and position

Whorouly Primary School has maintained a surplus position to ensure the current classroom teaching model can continue with a part time, three-classroom structure and a teaching Principal. The 2019 surplus will ensure this model can continue into 2020 and also allow the addition of a Music/Science specialist.

Whorouly Primary School manages the MACC Program which services seven schools and includes van costs and replacement funds. Whorouly Primary School also manages the Ovens Learning Community and Marmungan Sports funds which includes the collection and payment of the Grade 5 and 6 Cluster camp each year. The school also accessed Sporting Schools funding for three terms in 2019. The appointment of a chaplain did not take place until Term 4 and unspent funds will be carried over to be used in 2020.

Equity funding supported the AIP Literacy and Numeracy goals to enable teachers to participate in professional learning with Professor Peter Sullivan and Misty Adoniou, Fountas & Pinnell Reading Assessment training, dyslexia professional learning and Learning Walks and Talks to build the capacity of staff to deliver consistent, quality teaching practice. Following retrospective Level 3 funding we were able to provide additional targeted education support in Term 3 and 4.

In 2019 School Council fundraising continued to support funding for the Blueearth and SAKG Programs, reading resources for students, online literacy and numeracy programs and subsidised camps and swimming for all students.

For more detailed information regarding our school please visit our website at

<http://www.whorouly.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 25 students were enrolled at this school in 2019, 9 female and 16 male.</p> <p>0 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

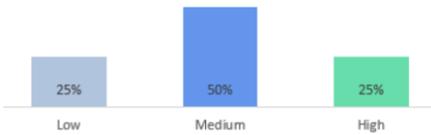
Achievement	Student Outcomes	Similar School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison  Above  Similar  Below</p> <p>Below </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>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>Below ●</p> <p>Below ●</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>No Data Available</p> <p>No Data Available</p>

Performance Summary

Achievement	Student Outcomes	Similar 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 No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</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> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Gain Level	Percentage									
Low	25%									
Medium	50%									
High	25%									

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

Engagement	Student Outcomes	Similar 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>Similar School Comparison 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>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</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>85 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> <td>85 %</td> <td>88 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	85 %	93 %	93 %	93 %	85 %	88 %	94 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
85 %	93 %	93 %	93 %	85 %	88 %	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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</p>	<p>Above ●</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	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$556,906	High Yield Investment Account	\$84,926
Government Provided DET Grants	\$95,163	Official Account	\$5,064
Government Grants Commonwealth	\$3,600	Total Funds Available	\$89,990
Revenue Other	\$81,556		
Locally Raised Funds	\$30,008		
Total Operating Revenue	\$767,233		
Equity¹			
Equity (Social Disadvantage)	\$11,917		
Equity Total	\$11,917		
Expenditure		Financial Commitments	
Student Resource Package ²	\$490,490	Operating Reserve	\$28,810
Books & Publications	\$283	Funds Received in Advance	\$1,800
Communication Costs	\$2,973	School Based Programs	\$18,470
Consumables	\$16,742	Beneficiary/Memorial Accounts	\$100
Miscellaneous Expense ³	\$71,983	Funds for Committees/Shared Arrangements	\$48,133
Professional Development	\$2,672	Asset/Equipment Replacement < 12 months	\$1,500
Property and Equipment Services	\$36,767	Maintenance - Buildings/Grounds < 12 months	\$5,000
Salaries & Allowances ⁴	\$39,005	Total Financial Commitments	\$103,813
Trading & Fundraising	\$10,761		
Travel & Subsistence	\$3,374		
Utilities	\$5,212		
Total Operating Expenditure	\$680,261		
Net Operating Surplus/-Deficit	\$86,972		
Asset Acquisitions	\$13,000		

- (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)

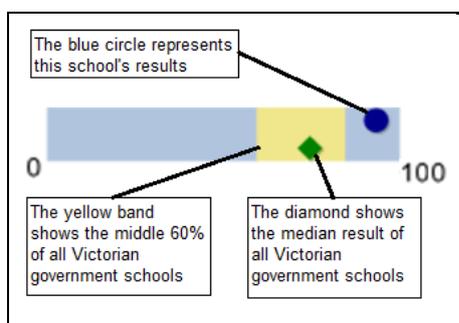
Engagement

- 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').