

2018 Annual Report to The School Community



School Name: Murrabit Group School (3859)



- 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 25 March 2019 at 05:30 PM by Greg Adams
(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.

To be attested by School Council President

About Our School

School context

Murrabit Group School is situated 30km north of Kerang, 21km west of Koondrook-Barham and 3km from the Murray River. The school has extensive, spacious grounds including an oval area and a school sports stadium that provides a well used all weather facility. Access is also available to community sporting facilities of golf, tennis, football and cricket, with a large complex available for special activities. The development of the grounds by students, staff, parents and community members has been a feature of the school in the past five years. The school received a new building, under the BER umbrella, in 2013 and it has provided a modern facility with up to date technologies, two learning areas, a shared project space, resource areas and administration sections. The original two room school building has been retained and has been in constant use as the third learning area. In 2018 the school facilities was added to through the building of an extensive shade structure over the school sandpit and the extension of the old sandpit, both which are used daily by the students. The school also received a Stephanie Alexander Kitchen Garden grant in 2018 and are in the process of building garden beds with automatic systems, a garden shed and a portable kitchen.

The school serves a farming area with most students travelling to school by bus. The local Murrabit community has been greatly affected by the prevailing long-term rural downturn and the district and community were further heavily impacted by severe flooding at the beginning of 2011. There has been a clear trend for families to have both parents/carers involved in, or seeking, part or full time employment, with employment being outside the farming sector.

The school receives strong support from the local community and this is reciprocated by school facilities being made available for community use. The Murrabit Advancement Association provides the opportunity to use the monthly market as an outstanding means of raising funds locally. The school is an integral part of the community and this is reflected by the publication of a local newsletter, community participation in special functions at the school and strong involvement of the school in many significant community activities.

Murrabit Group School's belief is that every student has the ability to learn, and that this best occurs in a flexible, warm, happy and positive environment. The school aims to achieve this through:

- A well-balanced program that encourages growth in self-esteem, self-confidence, independent learning habits, creative and critical thinking, cooperation and tolerance.
- Acknowledgement that success for students is fostered within an environment that encourages a close working relationship between students, staff, parents and the school community. Parent participation in the classroom, in Parents & Friends Club and School Council enriches the school program.

A critically important goal for the school is to be recognised for the excellence of its academic standards and for the academic achievements of its students.

School enrolments have consolidated around the mid-thirties for the past 10 years. Projected Prep enrolments are steady and should see the school with an ongoing average enrolment of approximately 40 in the next 4-5 years. A strong transition program exists to enable smooth transition from pre-school to school, and then on to secondary school, and the school liaises closely with these institutions.

Framework for Improving Student Outcomes (FISO)

Murrabit Group School's Improvement Initiative in 2018 was:

Excellence In teaching and learning

* Curriculum planning and implementation engages and challenges all students

Working in teams to agree on implementation of consistent instructional models and assessment. Staff agreed on the Murrabit Instructional Model, based upon the Workshop Model, with explicit teaching and catering for individual differences being a focus. Staff are looking to further embed the instructional model in 2019 with Learning Intentions and Success Criteria as a focus

Teachers worked as a team to integrate the Victorian Curriculum Content descriptors, using planning days to plan together and design learning programs that are developmental and scaffolded to meet students' needs.

*Rigorous assessment practices and feedback inform teaching and learning

Staff explored data literacy, including an evaluation of the Assessment Schedule to improve student outcomes.

Teachers provided feedback to students that articulated progress as well as the next steps required to reaching their learning goals. (eg: Bump it up Walls).

Staff are looking to implement data walls and embed moderation into their practice in 2019 in the area of writing.

Achievement

An important goal for the school is to be recognised for the excellence of its academic standards and for the academic achievements of its students. We are proud of our achievements and remain committed to striving for continuous improvement and excellence in teaching and learning at all levels.

Naplan data needs to be read carefully and the small cohort of students needs to be considered. Naplan Data at Murrabit Group School in 2018 was extremely strong being above the state average in Grade 3 and 5 Numeracy, Reading, Writing and Spelling. Grade 3 Grammar and Punctuation was also above state average. Some of these results were significantly above state average, including Grade 3 Numeracy and Grammar and Punctuation, with 100% of students achieving the top band Band 6 (State 19%). Student performance against similar schools throughout the state continues to be excellent. Students from Murrabit Group School have achieved a significantly higher % in the top two bands (bands 5 & 6) compared to state schools in Grade 3 in Spelling, Numeracy, Grammar and Punctuation and writing. In Grade 5 students from Murrabit Group School were significantly higher in the area of numeracy and reading (top 3 bands). In both of these Murrabit Group School had 100% of students, while the state median was 64.9 (reading) and 55.6 (numeracy). Relative Growth was a focus for the school in 2018 and will be throughout the strategic plan. If taken on raw data alone, one would say relative growth in spelling was strong and reading was sound.

Teacher Judgement data based on observation, English Online, Torch Test, Standardised Spelling Tests and On Demand testing for Maths and English show that 94.9% (English) and 94% (Mathematics) of students at Murrabit GS achieved at or above the age expected level. These were greater than the state median of 90.1 (English) and 91.1 (Mathematics). The school has a strong focus on Literacy and Numeracy and dedicates a non-negotiable two hour literacy and one hour numeracy block into each day.

During 2019, the staff aim is to develop teacher capacity in explicitly teaching and assessing writing and number and algebra through team planning and feedback culture as well as strengthening curriculum knowledge. HITS, Peer observation, data analysis, moderation and data walls are all part of this process.

Engagement

Student attendance rates at Murrabit Group School is relative to a similar school group in 2018, with common reasons for non attendance being illness and extended family holidays. The average absence days (14.2) was slightly greater than the school's four year average (13.5), but less than the state median of (15.1). All class attendance rates were 90-95%. We will continue to monitor student attendance closely although it will not be a part of our AIP. The new Sentral system will be used to track student attendance and the "It's Not Okay to Be Away" protocols will be put in place so that parents and students understand the importance of being at school and that each and every day is important to their educational wellbeing. Our programs and curriculum are evaluated continuously to ensure high level engagement. We have further strengthened our relationship with home and the community by continuing to utilise community expertise (eg: a partnership with our local Men's Shed and the School Breakfast Club). Parents are also used to assist the reading program in the P/1 class. Our parent involvement through School Council and Parents & Friends Club is strong, as is our family involvement in our special days at school, including end of term days, sporting events, Biggest Morning tea and Mother's Day Luncheon. We have enhanced our Transition programs at all levels to ensure high level engagement between our students and our school. This includes a comprehensive Murrabit Group School Transition Program where next year's Foundation students visit a number of times and are made feel comfortable before starting school. Our Grade 6 had a well structured program with Kerang Technical High School that prepared them for their journey into secondary school.

All new families into the school received our information booklet giving a comprehensive outline of our School ethos and organisational structures. Families of new Prep students also receive a starter pack to make their child feel welcome. Prep students' transition to school is aided initially by the fostering and growth of a strong partnership with the local Playgroup. This is enhanced via the school's comprehensive transition program consisting of a series of 2 hour, half-day and then full day visits in term 4. The development during the Transition process, and the readiness with which the children make the adjustment to full time schooling is proof of the effectiveness of this excellent program.

We have strong links with the local state secondary school in Kerang and have also established firm links with Barham High School as we seek to broaden the options for our year 6 students. The wonderfully 'inclusive' ethos of the school and attitude of the students, families and staff make for smooth and successful transitions into and through the school. Pre-school children in the area have access to centres at Kerang, Koondrook and Barham with the majority attending in Kerang. A very well-attended Play Group also operates for younger children in the Murrabit township.

2019 sees a stronger link being made with the Murrabit Playgroup, as students in Grade 5/6 will visit them once a term and undertake reading and play activities that engage the playgroup students but enhance the leadership of our students. At a Grade 6 transition level, both Kerang Technical High School and Barham High School have made closer links with the school in term one of 2019 which should give our students an even smoother transition moving forward.

The school receives wonderful support from the local community and this is reciprocated by school facilities being made available for community use. The Murrabit Advancement Association provides the opportunity to use the monthly market as an outstanding means of raising funds locally. The school is an integral part of the community and this is reflected by the publication of a local newsletter, community participation in special functions at the school and strong involvement of the school in many significant community activities.

The 2018 Parent Opinion Survey also reflects that parents regard the school very highly in 2018. Parent satisfaction was outstanding, as evidenced by the parent opinion survey. Survey results show that the percent of positive Responses for Parent Satisfaction was 98.5% at Murrabit Group School.. The State Median was 85.1%
The 2018 Staff Survey gives an indication on how staff feel about the school climate they are working in. 96.6% of staff at Murrabit Group School gave positive endorsement about the climate they were working in. The state median was 77.7%.

Wellbeing

Our major focus is on building resilience in our students, growing school connectedness and raising the levels of perception of school safety. We have tried to ensure that we are communicating this effectively to our community as it will ensure consistency and clarity of our work in this area.

Our work in recent years has resulted in the students and parents developing a very strong belief that our school is providing a safe, nurturing environment. Student Leadership has been important at Murrabit Group School for many years and was a big focus in 2018, with Grade 6 students attending the Grip Leadership program in Bendigo and the students in Grades 4/5/6 organising Leadership activities. This emphasis on building leadership skills will continue in 2019.

We have a very strong relationship with the local community and receive marvellous support from them but this is never taken for granted. The maintaining and deepening of this connection, in particular the involvement of the students' families in school life, is always an important focus for the school. We have enhanced our connections with the school community by expanding our school to home contact to cater more broadly for all. Continuing to ensure that our families receive school messages and information via three media forms; newsletter, email and SMS, has

both enhanced our contact and increased our parent response in many areas. In 2018 we broadened our contact method to include Facebook and Class Dojo, which proved successful. This is an area we will look to continue to improve in 2019.

We have actively sought to widen the options for Secondary education for our students. We have established close relationships with three local Secondary schools in Kerang and Barham. Students are involved in several visits to the schools beginning in term 2 with parents also encouraged to become involved in the Transition programs to allow for informed decision making.

All new families into the school receive our information booklet giving a comprehensive outline of our School ethos and organisational structures. Families of new Prep students also receive a starter pack to make their child feel welcome.

Individual learning plans are in place for all students. These are regularly reviewed and adjusted depending on needs.

Personal issues are dealt with on a private interview basis.

The Student Attitudes to School Survey gave a 90% positive response to sense of connectedness to the school. The state median was 81.1% The SATS Survey also indicated a very positive response in regards to the management of bullying, with 91.7 positive responses (state median 81.2)

Financial performance and position




Our school has performed well financially with our revenue being significantly augmented via a number of external sources. The monthly local Murrabit market continues to be an excellent source (via the hard work of our Parent Group) as do other locally raised monies and donations (from local Clubs and groups). Our Parents & Friends Club are a successful fund-raising group for our school. We have been able to maintain a healthy budget to accompany and support the ongoing redevelopment of the school grounds to complement our new building. Grants have in the past 3 years been utilised, as planned, to ensure the successful completion of many aspects of our grounds redevelopment program and to provide the outstanding facility that we wish to see for the ongoing education of children in our local area. Local funds were used to support the Library and teacher aide position and this has been a crucial role in developing student literacy and numeracy outcomes within the school.

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

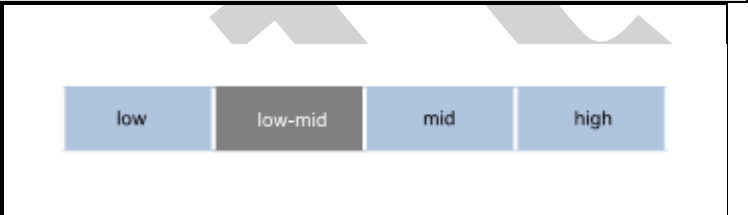
Enrolment Profile

A total of 40 students were enrolled at this school in 2018, 16 female and 24 male.

0 percent were EAL (English as an Additional Language) students and 0 percent 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).

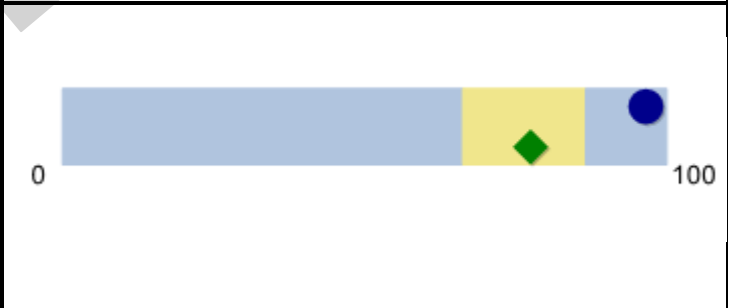
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.






School Staff Survey


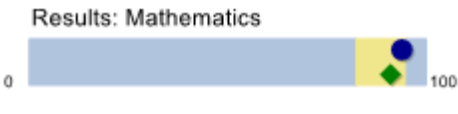


Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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











Performance Summary

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

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

Performance Summary

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

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>No Data Available</p> <p> Higher</p> <p>No Data Available</p> <p> Higher</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p> Similar</p> <p> Similar</p> <p> Similar</p> <p> Similar</p>





Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>40%</td> <td>40%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>60%</td> <td>0%</td> </tr> <tr> <td>Spelling</td> <td>20%</td> <td>20%</td> <td>60%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>60%</td> <td>20%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	20%	60%	20%	Numeracy	40%	40%	20%	Writing	40%	60%	0%	Spelling	20%	20%	60%	Grammar and Punctuation	60%	20%	20%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
Domain	Low	Medium	High																							
Reading	20%	60%	20%																							
Numeracy	40%	40%	20%																							
Writing	40%	60%	0%																							
Spelling	20%	20%	60%																							
Grammar and Punctuation	60%	20%	20%																							

Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="545 913 1029 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>90 %</td> <td>95 %</td> <td>92 %</td> <td>95 %</td> <td>91 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	90 %	95 %	92 %	95 %	91 %	94 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	90 %	95 %	92 %	95 %	91 %	94 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>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	\$418,689	High Yield Investment Account	\$12,047
Government Provided DET Grants	\$52,216	Official Account	\$6,712
Government Grants Commonwealth	\$3,600	Other Accounts	\$51,334
Revenue Other	\$21,321	Total Funds Available	\$70,093
Locally Raised Funds	\$45,484		
Total Operating Revenue	\$541,311		
Equity¹			
Equity (Social Disadvantage)	\$12,266		
Equity Total	\$12,266		
Expenditure		Financial Commitments	
Student Resource Package ²	\$417,597	Operating Reserve	\$24,497
Books & Publications	\$1,414	Other Recurrent Expenditure	\$12
Communication Costs	\$990	School Based Programs	\$24,850
Consumables	\$27,060	Asset/Equipment Replacement < 12 months	\$15,000
Miscellaneous Expense ³	\$10,715	Maintenance - Buildings/Grounds < 12 months	\$9,500
Professional Development	\$3,959	Total Financial Commitments	\$73,859
Property and Equipment Services	\$52,101		
Salaries & Allowances ⁴	\$36,105		
Trading & Fundraising	\$20,456		
Utilities	\$7,677		
Total Operating Expenditure	\$578,074		
Net Operating Surplus/-Deficit	(\$36,763)		
Asset Acquisitions	\$42		

(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)

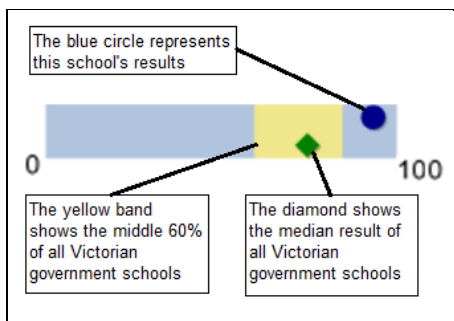
Engagement

- 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).

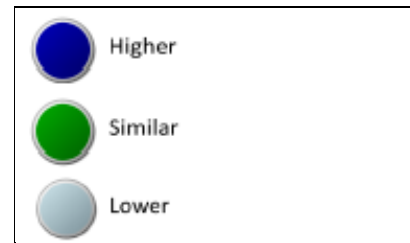


What does *School Comparison* refer to?

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').