

2019 Annual Report to The School Community



School Name: Mildura Primary School (2915)



- 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 10 March 2020 at 09:33 AM by David Midgley (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 by School Council President

About Our School

School context

"Kids come first at Mildura Primary School"

We value:

- Learning
- Relationships
- Safety
- Culture
- Our Community

Mildura Primary School is a great place to be. To learn, to teach, to work and to be part of for all children, parents and staff.

MPS is committed to providing an environment where every student can learn. A culture of high-quality relationships underpins the school in its work to raise the academic and social success of all students. This belief in high-quality relationships is pursued through the day to day interactions with teachers, students and parents and school teams. MPS has a firm commitment to inclusion, active participation and social justice, and is proud of its multicultural context.

Beliefs:

- High-Quality Relationships
- Sense of Community
- Supportive learning environment
- Seek to understand other cultures
- Time to have conversations
- Inclusion for all

We aim:

- To have high-quality relationships for all in the school community.
- To have the highest quality teaching and learning throughout the school.
- To improve student achievement in Literacy and Numeracy.
- To develop students to their full capacity in a stimulating learning environment which sees them motivated to learn and highly and actively engaged with their learning.
- To provide an inclusive, safe, orderly and stimulating environment for all students.

Mildura Primary School (MPS) is one of four large primary schools in the Mildura Rural City Council local government area. It has a long history of service to the community. The school has benefited from all students coming together on one campus (2012) with the completion of major BER infrastructure projects which provided 6 new classrooms, new library facilities, a half-sized Gymnasium, Art, Music, Physical Education and Canteen facilities. The school has access to adjacent substantial local government facilities and clearly takes great pride in how it presents to the community.

The school currently has an enrolment of about 350+ students. Class sizes are between 18 – 25 students. MPS has a Student Family Occupation (SFO) index of 0.87 and a Student Family Occupation Education (SFOE) index of 0.75 confirming a profile of family poverty and disadvantage which is compounded over generations. A high proportion (up to 30%) of children entering the school has significant learning delays. These children are of school-age without the necessary pre-cursors for successful learning. There is significant student transience. The significant mobility provides additional challenges and requires close monitoring and early assessment of student needs.

- 8% - 27 students currently qualify for Program for Student with Disabilities (PSD)

- 16 children are in Out of Home Care (OOHC)

- A strong deficit in Oral Language. No student in 2018 scored 100% in the Crevola. (up to 8 years old).

The multi-cultural student population comprises of third Koorie students, 90 Islander students and others from a range of cultural backgrounds including Turkish, Sudanese and Afghani. There are 17 students funded under the Program for Disabilities (4.8% against the Victorian average of less than 3%). They are supported by additional staff employed for

the purpose.

The low SES promotes a perception from some sections in the broader community of the school being a poor performer in some key areas compared to others. The improvements in student learning and in the overall school climate evident over the last few years challenge these perceptions. Nevertheless, they persist in some quarters. MPS leadership comprises the Principal, 2 Assistant Principals, 2 Leading Teacher, and one Learning Specialist in charge of AIP priorities and units' coordination. There are 18 classroom teachers; Specialists in Art, Physical Education, Performing Arts and Barkindji; two literacy support teachers; and additional staff to support coaching and students learning, including 11 Educational Support staff.

The school has two Assistant Principals who work closely with the parent community, as does the Principal who interviews the parent/carers of each child seeking enrolment. The Koorie and Islander workforce works closely with the community building strong relationships with the families and supporting student access to quality education. Our workforce is established to ensure additional literacy and numeracy support is provided to complement and add to the teaching and learning in classrooms. We provide reading recovery, SELL and small group instruction in building number skills. We ensure staff are used so that teams can be released for coaching observations and conversations. Year level teams are also released each week for two hours to plan literacy and numeracy together.

Our meeting schedule is set up to provide time for the regular (each term) collaboration, analysis and discussion of data to establish the next important point of need for each student. Professional Learning is also scheduled to build teacher capacity in delivering the next point of need for all students.

A Total Learning Centre and Connected Beginnings Site are located at MPS. The school's success at working closely with all the elements of its community, and the broader community, is an outcome of priority attention, planning and action.

The Total Learning Centre for preschool students and their parents will be heavily supported by our Koorie and Tongan Educators throughout the year. Through this, we hope in the long term to have Preps who are better prepared for school.

The aim of the Connected Beginnings program is to support the integration of early childhood, maternal and child health, and family support services with schools in a number of disadvantaged Indigenous communities so that children are well prepared for school. Over time, this will contribute to reducing the disparity in school readiness and educational outcomes between Indigenous and non-indigenous children. The project aims to further build on the successful work of the Total Learning Centre, adding a conduit for families to access health and family support services. Through connections and collaboration with our community, the project will provide access and support to access services that will wrap around the families of Mildura to improve their health and build skills to function in the community. The goal is to empower members of the community to build knowledge, skills and understanding to work with each other and create a sustainable positive outcome for all. The project will bring together many of the services that stand alone in the Mildura area and work with members of the community to give them directions and access to these services. The common outcome being to provide families and children aged 0 to 5 years of age with the help needed to have school ready children by the age of 5 years. Often children and their families are in need of help with occupational therapy, regular doctor check-ups, and speech support. The project will also provide access to preschools and ensure young children are attending regularly to benefit from the early years programs provided.

We who teach and those who work in support of teaching and learning at Mildura primary are here for the one central purpose of providing the very best educational and learning opportunity for every child in our school.

Framework for Improving Student Outcomes (FISO)

BUILDING PRACTICE EXCELLENCE CURRICULUM PLANNING AND ASSESSMENT

1. To improve student academic growth in Literacy and Numeracy.
 - Develop a Professional Learning Community in alignment with DET Professional Learning Community Protocols (PLC with data has made a huge improvement in building teacher capacity to look at data. It has allowed

teachers to narrow the range of data to be very specialised in the data analysis – in focus areas. Literacy and Speech support has contributed to this. PLD Screening has impacted on planning. It has connected feedback and assessment to this as well).

- Embed the use of data across the school to inform teaching and learning practice (Staff are using data more effectively in teams due to the restructure and time allocated as part of staff meeting times in weeks 2 to 4 and 7 to 9).
- Implement regular feedback and reflection sessions on teaching and learning between students and teachers

EMPOWERING STUDENTS AND BUILDING SCHOOL PRIDE

SETTING EXPECTATIONS AND PROMOTING INCLUSION

2. To develop a consistent school-wide approach to build a happy, healthy and resilient school community.
 - Implement Respectful Relationships and Visible Wellbeing throughout the school (All classrooms have some link to words. Teachers were speaking about the words. Posters are in some spaces. Staff appear to be embracing RR lessons and materials and we are in a strong position for 2020).
 - To embed a consistent student management approach across the school (There are still variables across the school. Review process and challenge inconsistencies).

Achievement

This year saw success in reading and number growth from Prep through to grade 4. There was strong OnDemand growth from the 3/4 students who on average reached the 1.37 in Number Victorian Curriculum growth and 1.25 in Reading. The Grade 5 and 6 growth was not as strong reaching 0.73 in number and 0.6 growth in reading. With the overall school growth being 0.95 for Reading and 1.06 for Number.

Mildura Primary School will continue to aim for more than a year's Victorian Curriculum growth in Number and Reading by tracking growth with the On-Demand testing completed and analysed each term. This data along with other assessments guides students and teachers to set achievable instructional goals in 5-week cycles. This PLC work will continue into 2020. These goals are developed, shared, reviewed with students and parents via term 1 and 3 meetings and uploaded on the school COMPASS site. A strong approach to developing teacher's abilities to further extend students will be a major focus for 2020 through developing learning sequences and use of data to pre-test and post-test student achievement.

2020 sees the main focus on

* Transferring data conversations from planning through to classroom application. Support with collegial observation and feedback

* Student voice and agency developed as part of practice

Engagement

Weekly meetings were held to look at attendance data and to make contact with families to help with more regular attendance. Throughout the year attendance certificates and rewards are given to students who are attending school on a regular basis. 2019 saw the continuation of the Attendometer which gave students a visual representation at assemblies of how our attendance was going. Extra incentives of pizza parties to classrooms for high attendance and all absence fully explained by parents. Students were encouraged to talk to students and say that 'School is much better when you are here'. Students attending regularly also receiving wristbands stating 'Here for learning @ MPS'. Student attendance will continue to be closely monitored through regular phone calls home and building positive relationships with parents and families of Mildura Primary School community. If class teachers are unable to make contact with the home we employ the services of our Koorie Engagement Support Officer and our school-based worker who has connections with the islander community to make home visits. Our school-based Community Liason making daily phone calls home in relation to that day's attendance.

Weekly wellbeing meetings were held to address absences through other supports in teaching and learning and student wellbeing support through social work and one to one counselling.

2020 will need to see an increased focus on building attendance data with further encouragements for attendance and engagement in teaching and learning. Extra effort will be put into teachers making positive contacts with homes to

ensure students are happy and coming to school.

Wellbeing

At Mildura Primary School we work very hard to ensure all students feel connected and have successful transitions through and from our school. This is supported by the Attitudes to School survey where student attitudes are documented as similar to like schools in the state particularly in relation to school connectedness and managing bullying for a three-year average.

The 2019 Attitudes to School Survey for Sense of Connectedness and Management of Bullying is similar to like schools. Each year and throughout the year we implement a 'Smart Start' program that sets up the school year/term with establishing expectations at class and year levels, and building relationships with old and new classmates and staff of Mildura Primary. Our student wellbeing focus has been to develop the teaching of skills as part of the Respectful Relationships program lead by our newly appointed Leading Teacher for the 2019 school year. The professional Wellbeing in Visible Wellbeing has started to build staff skills in making wellbeing visible through how emotions are seen, heard and felt.

We hold a thorough Kinder to Prep transition program during term 4. Over a six week period, future preps and parents are able to come along and be involved in lessons and information sessions in preparation for the following year.

Grade 6 students are involved in orientations days and transition days to secondary school. These days are complemented by teacher visits to get to know students.

At the end of each year, class teachers hand over information and data relevant to next year's teachers re student progress and achievements to provide for a smooth transition for students the following year.

We have access to two Social workers on site to pick up when needed, students needing extra supports. One a full-time ES staff member with extensive experience and knowledge and the other an experienced person employed as part of the Chaplaincy in Schools program. Both working with individuals and with small groups to build social skills.

2020 sees the main focus on

- * Embed Respectful Relationships and Visible Wellbeing into everyday staff practice and planning for developing skills within the Mildura Primary School Community

- * Holding staff accountable to school-wide Remind, Warn and Act and developing consistency of teacher approach to student accountability and re-entry to the classroom.

- * Explore the introduction of School-Wide Positive Behaviours

Financial performance and position

Mildura Primary received a considerable amount of funds due to the socio-economic make up of the school's population. The additional equity funding provided access to additional teachers and support teachers and staff to build literacy and numeracy learning along with additional funds for year level resources. 2019 saw the employment of a full time Speech Pathologist, Wellbeing Leading teacher to support the needs of our students.

These funds are also used to provide students with up to date one to one devices, swimming programs, and access to camps and excursions not always readily available to all students.




In addition to the SRP funding additional funds were received for Koorie Literacy and Numeracy and the funding to have a chaplain available in the school two days a week to build wellbeing skills in students at need




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 351 students were enrolled at this school in 2019, 179 female and 172 male.</p> <p>19 percent were EAL (English as an Additional Language) students and 36 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>Below ●</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</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>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p>Below </p> <p>Below </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 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>Student Outcomes Data</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36%</td> <td>52%</td> <td>12%</td> </tr> <tr> <td>Numeracy</td> <td>50%</td> <td>47%</td> <td>3%</td> </tr> <tr> <td>Writing</td> <td>39%</td> <td>45%</td> <td>16%</td> </tr> <tr> <td>Spelling</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>36%</td> <td>54%</td> <td>11%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	36%	52%	12%	Numeracy	50%	47%	3%	Writing	39%	45%	16%	Spelling	25%	50%	25%	Grammar and Punctuation	36%	54%	11%	<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> <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%
Domain	Low	Medium	High																															
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Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **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 style="text-align: center;">Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="width: 100%; border-collapse: collapse; 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>82 %</td> <td>86 %</td> <td>88 %</td> <td>88 %</td> <td>82 %</td> <td>83 %</td> <td>83 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	82 %	86 %	88 %	88 %	82 %	83 %	83 %	<p style="text-align: center;">Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
82 %	86 %	88 %	88 %	82 %	83 %	83 %										

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school: ● Median of all Victorian Government Primary Schools: ◆		● 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>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: 2019</p> <p>Results: 2017 - 2019 (3-year average)</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, 2019		Financial Position as at 31 December, 2019	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,361,001	High Yield Investment Account	\$1,223,867
Government Provided DET Grants	\$658,179	Official Account	\$36,800
Government Grants Commonwealth	\$437,665	Other Accounts	\$0
Revenue Other	\$23,055	Total Funds Available	\$1,260,667
Locally Raised Funds	\$147,305		
Total Operating Revenue	\$5,627,206		
Equity¹			
Equity (Social Disadvantage)	\$1,340,366		
Equity Total	\$1,340,366		
Expenditure		Financial Commitments	
Student Resource Package ²	\$4,434,260	Operating Reserve	\$165,244
Books & Publications	\$7,483	Other Recurrent Expenditure	\$16,252
Communication Costs	\$35,176	Funds Received in Advance	\$705
Consumables	\$126,804	School Based Programs	\$404,461
Miscellaneous Expense ³	\$193,401	Total Financial Commitments	\$586,662
Professional Development	\$43,776		
Property and Equipment Services	\$302,718		
Salaries & Allowances ⁴	\$272,045		
Trading & Fundraising	\$17,163		
Travel & Subsistence	\$28,220		
Utilities	\$57,199		
Total Operating Expenditure	\$5,518,246		
Net Operating Surplus/-Deficit	\$108,960		
Asset Acquisitions	\$0		

(1) The Equity funding reported above is a subset of overall revenue reported by the school

(2) Student Resource Package Expenditure figures are as of 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)

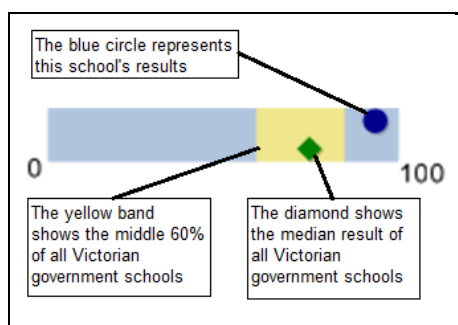
Engagement

- 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).

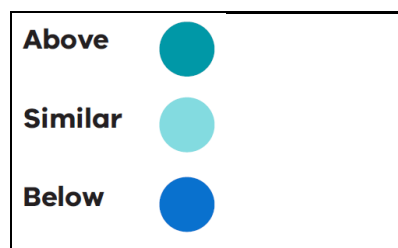


What does *School Comparison* refer to?

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').