2018 Annual Report to The School Community

School Name: Collingwood College (6212)

- 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 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 26 March 2019 at 09:01 AM by Samuel Luck (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 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 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 09 May 2019 at 11:39 AM by Cath Smith (School Council President)

About Our School

School context

Collingwood College is a government P-12 school established in 1882 and is located in the inner-city suburb of Collingwood, close to Melbourne's CBD. The school currently has over 850 students enrolled and has had steady growth in student enrolment in the past 5 years at both primary and secondary level. Within this time the school has also moved from high socioeconomic disadvantage to the mid-range of the School Family Occupation Index. The school draws students from many different suburbs in and around Melbourne with some students travelling over an hour to attend the school. Collingwood College is a culturally diverse school with 27 percent of our student cohort having a language background other than English and 2 percent of our student cohort being Indigenous or Torres Strait Islander. The school also has over 60 International students from a range of countries including Vietnam, Cambodia, China, Thailand, Indonesia and Korea. It is a warm and welcoming school with a strong commitment to partnerships with parents and the wider community. The academic, social, emotional and physical development of each child lies at the heart of the educational process. Staff, students and families are committed to working inclusively through open and effective communication and in partnership in the context of a rigorous, educational curriculum with high expectations.

We have developed a structure that best suits the learning needs of students at different ages. The main campus is arranged with two sub-schools; Primary and Secondary. Each sub-school is arranged to create the most appropriate setting and approach for children at the different stages of their development. Well known as the pioneer school for the Kitchen Garden program, Collingwood College offers innovative and progressive teaching and learning approaches at Primary and Secondary level, including new Design options for senior students. The Educational Programs consist of a P-5 Mainstream Program inspired by a Reggio Emilia Inspired approach, a specialist P-10 Steiner Program and a 6-10 Project-Based Inquiry Learning Program. At the VCE level, the choice of subjects available is increased by a co-operative arrangement with Fitzroy High School with joint provision of a very comprehensive range of VCE programs. The school also has an additional specialist campus located nearby. Collingwood Alternative School provides appropriate educational opportunities through a hands-on learning program. In 2018, the Main College (excluding CAS)had a teaching staff FTE of 3 Principal Class, 3 leading teachers, 2 learning specialists, 52 teaching staff, 16 music tutors and a support staff FTE of 19.

Collingwood College offers a range of co-curricular programs including the Stephanie Alexander Kitchen Garden, instrumental music, visual and performing arts and outdoor education. There are integrated programs to support all students; including extension, intervention, integration and English as an Additional Language (EAL) programs. The College has strong international links with other partner organisations including four sister schools in China. The school regularly hosts visits from students and teachers of international schools and we participate every year in the VYLCP since 2015.

The College has outstanding learning, sporting and performing arts facilities, including a fully-equipped theatre, dance studio and two gyms. It is situated in pleasant surroundings with gardens, landscaped playing spaces. The College is currently in the process of building two Olympic grade basketball courts and has recently just finished renovating a new science wing and three computer labs.

Collingwood College has high expectations that every student can learn and achieve their full potential. The College delivers a highly effective learning program supported by best instructional practice and evidence-based approaches. We are committed to continuous improvement to maximise outcomes for all students.

We believe in providing diversity in the state system and our range of programs promote a sense of choice and inclusion for government schools in Victoria. Our point of difference is our strength and we are proud of our history of innovation and inclusiveness.

Collingwood College has always served and will continue to serve the community in a number of areas including sport and inter-school sport, dance and school productions, maths and science competitions, community events

and cultural festivals, homework and tutoring sessions, student support agencies and programs, camps, excursions and soirees.

Framework for Improving Student Outcomes (FISO)

Collingwood College school improvement is partly based on the need to respond to its own unique circumstances when determining where to focus its effort. Within our unique range of educational approaches, evidence-based initiatives are prioritised over other possible improvement initiatives. Our development of an English Language Centre (ELC) is an example of our commitment to our FISO approaches - Building Practice Excellence - teachers, principals, schools and partner organisations will provide the foundation for a first class language and EAL Centre supporting international students, new arrivals and local EAL students.
Another area of focus in FISO was Curriculum Planning and Assessment. A culture of curriculum planning and assessing the impact of learning programs, and adjusting them to suit individual student needs so that students can reach their full potential has been a major area of work for our learning communities, which span all levels P-12. Our Learning Communities strengthen their use of student assessment data and feedback to evaluate student's progress by working across the streams, and as such, monitor the impact of teaching and adjust learning programs and interventions more effectively.

Achievement

In 2018, teacher judgement of student results in the Primary School were within the middle of the 60% of Victorian schools and were similar to other like schools. The teacher judgement of student results in the Secondary School were above the middle 60% of Victorian schools and were similar to other like schools.

The following table summarises our NAPLAN learning gains:

Learning Gain	% of students with Medium or High gain				
	Reading	Numeracy	Writing	Spelling	G/Punctuation
Years 3-5	89%	80%	66%	74%	73%
Years 5-7	84%	69%	82%	95%	89%
Years 7-9	72%	74%	76%	82%	62%

The following table summarises our NAPLAN results in the top 3 bands for Literacy and Numeracy:

Year 3		
Reading	Just below mid 60% range	Lower
Numeracy	Just within mid 60% range	Lower
Year 5		
Reading	Within mid 60% range	Similar
Numeracy	Within mid 60% range	Similar
Year 7		
Reading	Above mid 60% range	Not Avail
Numeracy	Within mid 60% range	Not Avail
Year 9		
Reading	High within mid 60% range	Lower
Numeracy	High within mid 60% range	Similar

VCE scores were also within the middle 60% of Victorian schools but were slightly lower when compared to other like schools. In 2018 96% of students completed their VCE and 79% of VET subjects were completed to a satisfactory standard. Also, 80% of students enrolled in VCAL also completed their course to a satisfactory standard.

Engagement

The College aims to provide a stimulating learning environment for all students by increasing opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking. There is an ongoing focus on implementing strategies for high levels of engagement of students in learning as well as enhancing pathways and transitions.

The College provides an effective transition program for students as they enter and move through the school. There is an emphasis on building strong relationships with our feeder pre-schools as well as local Primary and Secondary Colleges. The College is actively engaged with local Primary and Secondary schools through the Yarra Youth Primary-Secondary Transition Project. The ESTEME group continued with a focus on excellence in Teaching and Learning STEAM approaches via a series of 'Teachmeets'.

The College has enhanced VCE Provision through a highly successful joint program with Fitzroy High School. The percentage of students exiting to further studies and full-time employment is higher than the state median and similar to like schools. It is important to note this result is in the top 20% of all schools.

Although absence rates P-12 were slightly above state medians for the Primary sector and similar to like schools for Secondary, the College continues to have a clear focus on high expectations as well as improvement strategies for parents, students and the school. The retention rate 7-10 is below the state median and lower than like schools. This reflects the transient nature of parts of our school community.

There is a current emphasis on enhancing the use of student voice in teaching and learning through the development of authentic opportunities for students to provide feedback on their learning. The College also aims to improve the cognitive engagement of all students by catering for the individual needs through effective differentiation of learning and by providing a multitude of avenues by which students can achieve across all subjects.

The College has established active parent engagement and participation and the results for the Parent Satisfaction Survey are above the state median. Staff show high levels of endorsement for a positive school climate with their responses to the School Staff Survey above the state median.

Wellbeing

Student Wellbeing is supported through a strong focus on interpersonal development and personal learning. Our programs provide ongoing initiatives for all students and specific strategies and activities to support individual students and families. Our safe, supportive and purposeful learning environment encourages and enables students to be socially competent, resilient and self-motivated lifelong learners.

An analysis of the 2018 Student Attitudes to School data shows that results for the Primary year levels for both Connectedness to School and Student Safety are within the middle band of Victorian Government Primary Schools and are similar to like schools. Results for Years 7-12 are also within the middle 60% of Victorian schools and are similar to other like schools. Across Year 7-12 the majority of students are satisfied with the school's management of bullying and this is higher when compared to other like schools.

The College has an integrated Student Wellbeing program focused on improving student connectedness and preventative social skills programs. This includes developing leadership and student-led programs, peer support strategies as well as an ongoing emphasis on bridging the different pedagogical streams. A current focus is on the implementation of the Promoting Alternative Thinking Strategies (PATHS) – a program in the Primary school, and the Berry Street Education model of education as a whole school approach to student wellbeing. In addition, the school has also implemented a new wellbeing referral system to ensure that students receive the support that they need to achieve both inside and outside of school. Collingwood College has teamed up with Fitzroy High School to begin implementation of the Resilience, Rights and Respectful Relationships (RRRR).

Financial performance and position

Collingwood College has maintained a strong financial position after large investments in improved infrastructure in learning spaces (Science, & English Language Centre) and learning resources (Computers). The College staffing (Salaries) were in a small deficit after reconciliation, this is due to employing a learning specialist to establish the curriculum for the English Language Centre during 2018 to ensure the ELC was established and ready to commence student enrolments for 2019. Unexpected significant operating costs such as ongoing rain damage and an over run on expenses associated with the Science wing refurbishment had a mild impact on the expenditure. Equity funding was used to provide targeted support for our most needy cohorts. An increase in student numbers helped the College revenue improve.

For more detailed information regarding our school please visit our website at https://www.collingwood.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 Pri/Sec Schools:
Results for this school: Median of all Victorian Government Pri/Sec Schools:

School Profile

Enrolment Profile

A total of 850 students were enrolled at this school in 2018, 415 female and 435 male.

27 percent were EAL (English as an Additional Language) students and 2 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

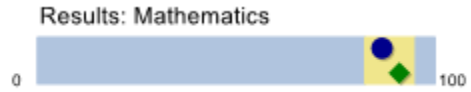
Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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

(Primary Year Levels)

Performance Summary

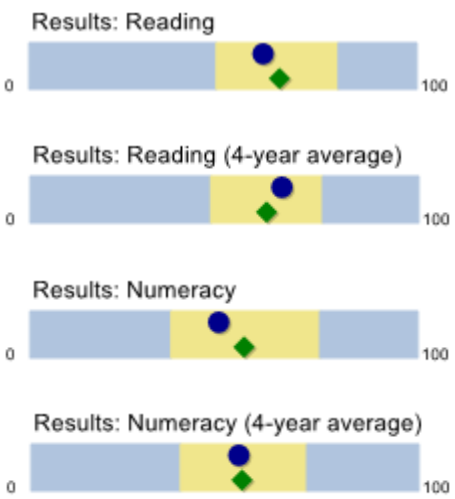
Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	 	

(Primary Year Levels)

Performance Summary

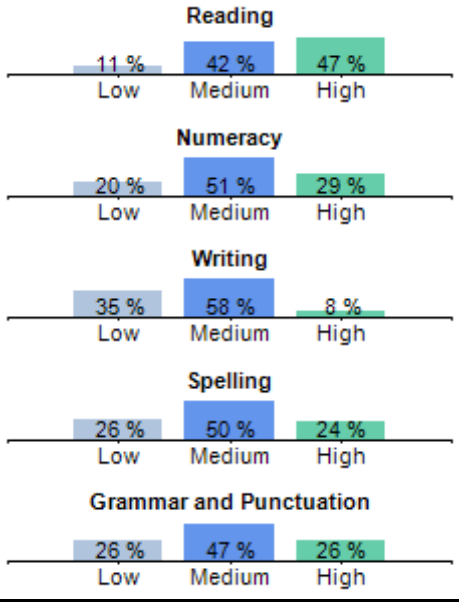
Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: Median of all Victorian Government Primary Schools:

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.		Lower Lower Lower Lower
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.		Similar Higher Similar Similar

(Primary Year Levels)

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
NAPLAN Learning Gain Year 3 - Year 5 Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. 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'.		NAPLAN Learning Gain does not require a School Comparison.

(Primary Year Levels)

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

Average Number of Student Absence Days

Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.

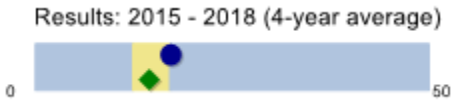
Absence from school can impact on students' learning

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.

Average 2018 attendance rate by year level:

Student Outcomes

Few absences <------> Many absences



Few absences <------> Many absences

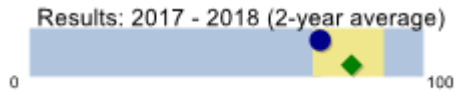
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
91 %	93 %	92 %	93 %	92 %	91 %	90 %

School Comparison

(Primary Year Levels)

Performance Summary

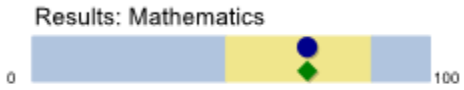
Key: Range of results for the middle 60% of Victorian Government Primary Schools:
Results for this school: Median of all Victorian Government Primary Schools:

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	 	Lower Lower
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	 	Similar Similar

(Secondary Year Levels)

Performance Summary

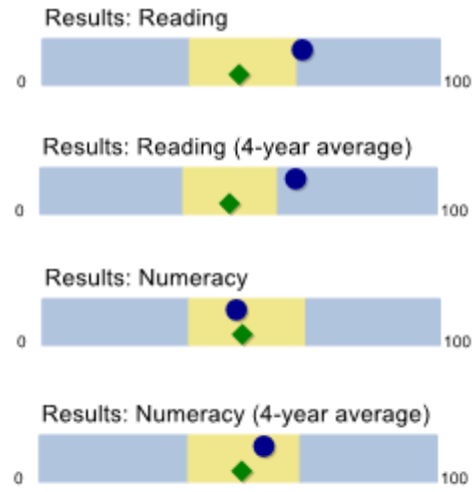
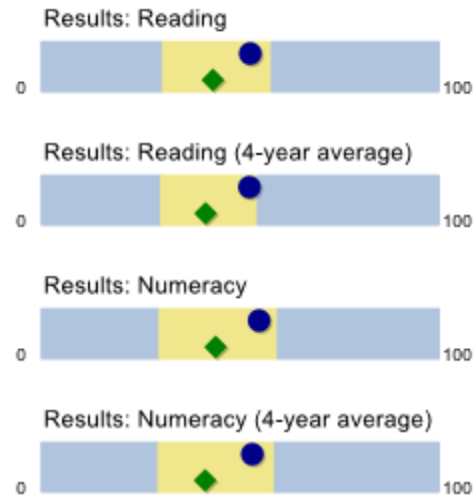
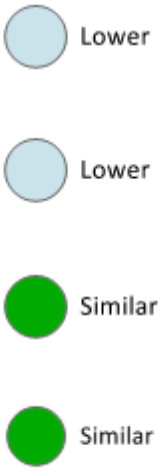
Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years 7 to 10 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	 	

(Secondary Year Levels)

Performance Summary

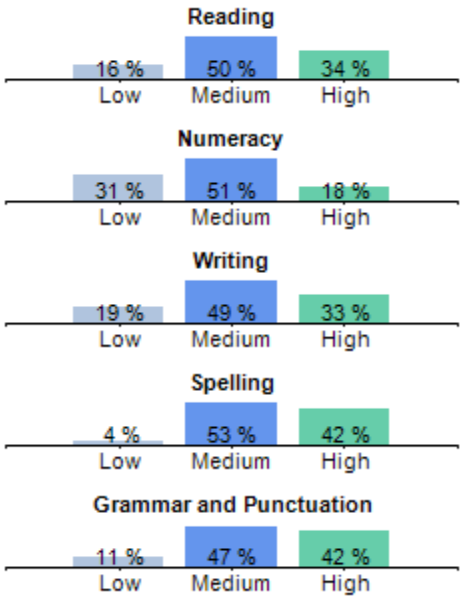
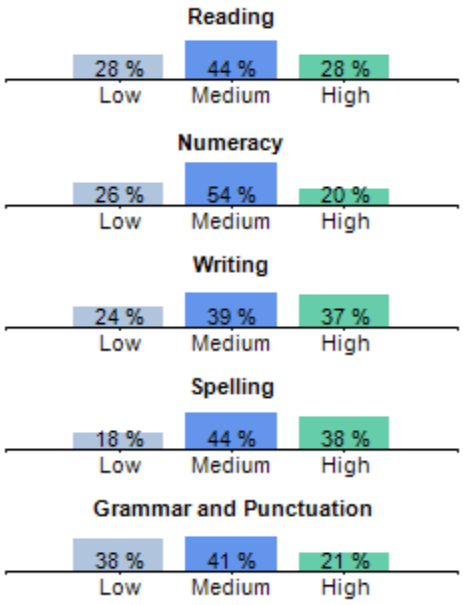
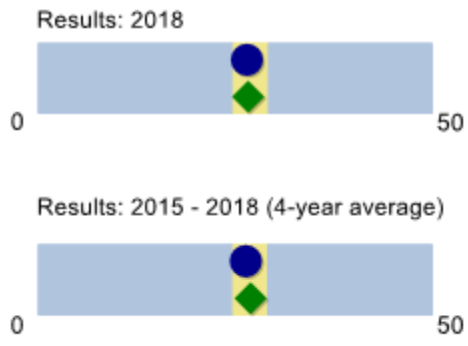
Key: Range of results for the middle 60% of Victorian Government Secondary Schools:
Results for this school: Median of all Victorian Government Secondary Schools:

Achievement	Student Outcomes	School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.		Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5 - 10.		

(Secondary Year Levels)

Performance Summary

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

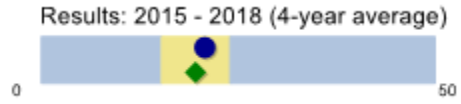
Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result 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 year 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'.		NAPLAN Learning Gain does not require a School Comparison.
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. 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'.		NAPLAN Learning Gain does not require a School Comparison.
Victorian Certificate of Education (VCE) Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score. The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.		

Students in 2018 who satisfactorily completed their VCE: 96%
Year 12 students in 2018 undertaking at least one Vocational Education and Training (VET) unit of competence: 35%
VET units of competence satisfactorily completed in 2018: 79%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2018: 80%

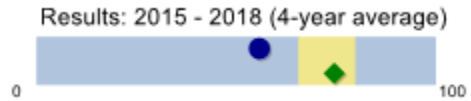
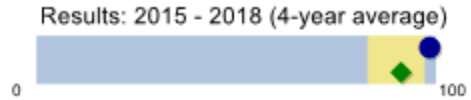
(Secondary Year Levels)

Performance Summary

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

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **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. Average 2018 attendance rate by year level:	 Few absences <------> Many absences  Few absences <------> Many absences	

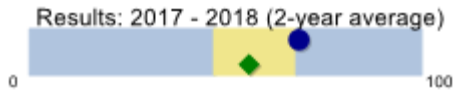
Yr7	Yr8	Yr9	Yr10	Yr11	Yr12
92 %	90 %	87 %	89 %	89 %	92 %

Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	 	
Exit Destinations Percentage of students from Years 10 to 12 going on to further studies or full-time employment. Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.	 	

(Secondary Year Levels)

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* 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).	 	Similar Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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).	 	Higher Higher

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

Revenue	Actual
Student Resource Package	$8,142,127
Government Provided DET Grants	$2,233,764
Government Grants Commonwealth	$67,745
Government Grants State	$54,837
Revenue Other	$134,143
Locally Raised Funds	$931,443
Total Operating Revenue	**$11,564,059**

Equity[1]	
Equity (Social Disadvantage)	$145,760
Equity (Catch Up)	$40,694
Equity Total	**$186,454**

Expenditure	
Student Resource Package[2]	$8,186,199
Books & Publications	$6,344
Communication Costs	$32,483
Consumables	$261,534
Miscellaneous Expense[3]	$548,056
Professional Development	$54,759
Property and Equipment Services	$445,422
Salaries & Allowances[4]	$692,231
Trading & Fundraising	$58,728
Travel & Subsistence	$40,570
Utilities	$280,846
Total Operating Expenditure	**$10,607,173**
Net Operating Surplus/-Deficit	**$956,886**
Asset Acquisitions	**$508,819**

Financial Position as at 31 December, 2018

Funds Available	Actual
High Yield Investment Account	$697,929
Official Account	$163,688
Other Accounts	$1,031,445
Total Funds Available	**$1,893,061**

Financial Commitments	
Operating Reserve	$381,871
Other Recurrent Expenditure	$52,364
Funds Received in Advance	$188,965
School Based Programs	$386,209
Repayable to the Department	$50,612
Asset/Equipment Replacement < 12 months	$151,842
Capital - Buildings/Grounds < 12 months	$350,000
Maintenance - Buildings/Grounds < 12 months	$100,000
Total Financial Commitments	**$1,661,864**

(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 15 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?

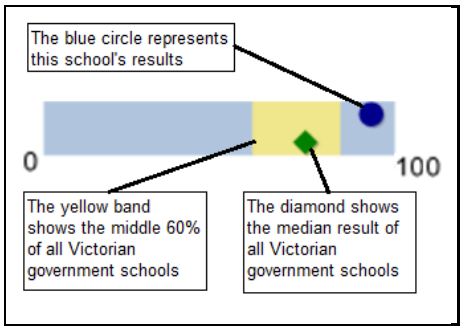
The Performance Summary reports on data in three key areas:

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').