

2018 Annual Report to The School Community



School Name: Osborne Primary School (2655)



- 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 17 April 2019 at 12:01 PM by Pamela Anderson
(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 26 April 2019 at 04:15 PM by Sarah Lawrence
(School Council President)

About Our School

School context

Osborne Primary School (OPS) is located in Mount Martha, around 50 kilometres south of Melbourne on the Mornington Peninsula. Although initially established in 1873 to serve the needs of a largely rural population, the school is now close to a rapidly growing urban area to the east of Mornington. The school's student enrolment has fluctuated from high 500s to low 600s in the past decade and in 2018 enrolment averaged 618 students. OPS has a varied socio demographic composition, the overall socio-economic profile has shifted from middle range to higher middle range over the past few years. The student population predominantly draws from the suburban housing areas with a just a few families living in the rural areas remaining intact near the school. A small number of students for whom English is their second or additional language attend Osborne. A portion of our students and their families has recently emigrated from the UK and other European or Asian countries. The school's range of programs and events ensure that all students are able to take advantage of the excellent location near to Port Philip Bay and nearby wetland and bushland areas.

The vision for OPS is to provide a collaborative and vibrant learning community that fosters the development of literacy and numeracy skills and challenges students to become creative thinkers, independent learners and globally responsible citizens. The values of respect, confidence, co-operation, responsibility and resilience guide us in providing a happy, caring and stimulating environment where children will recognise and achieve their fullest potential. The development of skills and knowledge for our students to become life-long learners and well-adjusted citizens of the future is a primary focus. The "Play is the Way" program is implemented school wide to enhance our school values and empower our students to pursue their personal best and develop respectful relationships.

OPS has developed a culture, which highly values the partnership between the school and home. As reflected in the Parent Opinion Survey, parents and carers feel a strong connection to the school and exhibit a high level of parent participation in school programs and events. Strong lines of communication between home and school operate effectively through the Compass electronic communication system, the newly acquired electronic sign and regular forums and school events involving the community. Our enthusiastic "Friends of Osborne" group actively engage students, staff, parents and community in a range of social and fund raising activities. A highlight for 2018 was the 145th celebration of OPS. A dedicated School Council supports the Principal in guiding the direction of the school. In the second semester of 2018, School Council played a vital role in the school's self-evaluation process in preparation for the school quadrennial review.

The Victorian Curriculum underpins teaching programs, which offer stimulating learning across a broad range of areas. A culture of high expectations or students' learning achievements is embedded through differentiated teaching practices including programs such as "Point of Need" teaching in Mathematics and "Reading for Meaning" reading comprehension programs. A combination of both explicit teaching methods and inquiry learning engage students and support them in reaching their potential.

The staffing profile at the school is well balanced with a mix of experienced staff and early career stage staff. The staff comprises 3 Principal Class Officers, 26 full time and 12 part time teachers, 3 full time Education Support Staff and 10 part time Education Support staff, and 6 Outside School Hours Care Program staff. The dedicated staff work collaboratively in providing a viable curriculum and a strong collective focus on student learning. A positive school climate is reflected in our school staff survey with a higher overall mean score for OPS in comparison to all primary schools.

OPS optimizes the use of the range of school facilities. Highlights are the 'BER' building for Years 5 and 6, the purpose-built kitchen, the gymnasium, the Performing Arts Centre and the kitchen garden areas of the school. Class structure for 2018 consisted of 27 straight year level classes. High quality learning is facilitated by making the best use of a range of collaborative learning spaces and single classrooms. Buildings and facilities are well maintained with a special project being completed each year. Impressive new playgrounds were installed for the

Foundation area and senior students in 2018. OPS makes excellent use of the ample range of facilities to deliver a comprehensive curriculum and engaging educational opportunities for all students.

Framework for Improving Student Outcomes (FISO)

The two FISO Improvement Priority areas selected for OPS 2018 Annual Implementation Plan were:

1. "Excellence in Teaching and Learning" with an initiative focus on "Building Practice Excellence"
2. "Positive Climate for Learning" with an initiative focus on "Intellectual Engagement and Self Awareness".

Some of the highlights were developing a consistent approach to planning and delivering effective English programs through staff collaborative planning time and the use of a school wide English planning template. The introduction of staff professional planning days as well as whole staff professional learning opportunities led to teachers implementing strategies to build teaching skills and develop practice excellence. The appointment of a Learning Specialist provided enhanced teacher feedback through classroom observations and a focus on the Education Department publication on high impact teaching strategies.

A school wide approach to assessment saw the introduction of some new and effective assessment tools in English and Maths. A schedule including the "Fountas and Pinnell" reading assessment and "Essential Assessment for Mathematics" was implemented to provide consistent data to track student growth and target specific learning needs. Data sets were used to inform teachers' collaborative planning and student goal setting. Continual progress has been made in establishing a "Positive Climate for Learning" through emphasis on "student voice" and empowerment of students in their learning. A focus has been the development of student goal setting and student led conferences. Future work is planned in extending opportunities for "student voice" and "student agency" in all areas of learning and school life.

Achievement

Osborne Primary School's student achievement data for the 2018 reflects sound achievement levels particularly in the areas of Numeracy and Reading. Differentiated curriculum delivered through "Point of Need" teaching in mathematics has ensured students' learning is targeted and effective. The students take an active role in their learning through goal setting and self-reflection. We are continuing to work on achieving a consistent structure and pedagogy for the teaching of mathematics across the school. The Osborne Maths Instructional Model has supported teachers in providing a structured approach to maths lessons that cover the essential components of effective maths teaching. The maths areas of worded problems and geometry were identified for particular focus from analysis of the NAPLAN data.

During 2018 the reading comprehension program "Reading for Meaning" continued to provide a consistent approach in teaching twelve main comprehension skills to our students. The introduction of the "Fountas and Pinnell" reading assessment tool provided consistent data school wide. Literacy intervention was crucial to the reading program with two support teachers working either individually with students or with small groups. NAPLAN and school based assessment data reflect sound standards in reading but we are investigating new ways to engage students as readers and further develop reading comprehension.

The VCOP (Vocabulary, Connectives, Openers, Punctuation) framework has continued to underpin the writing program at OPS during 2018. Professional development in the teaching of writing and spelling has further enhanced teachers' knowledge and skills of the writing process. The Targeting Spelling resource was implemented across the school to provide a comprehensive and consistent approach to the teaching of spelling at OPS. Our students are making sound gains in their writing standards. Whilst NAPLAN data reflects student writing achievement above state average in Year 3 and 5, a need to improve student growth in writing as the students move up the school is apparent. One of the school's future directions in Writing is to implement the "Six Plus One Writing Traits" approach school wide. Linking reading and writing for better outcomes is also a future direction.

Engagement

At Osborne Primary School our teaching programs have aimed to enhance the level of stimulation, motivation and challenge in student learning. As reflected in our Student Attitudes to School Survey our students feel motivated and confident in their approach to school. Emphasis is placed on encouraging and acknowledging student effort and developing a culture of high expectations for success. Students are able to participate in a broad range of learning experiences and extra curricula activities at OPS.

During 2018 a curriculum day was dedicated to staff training in Inquiry Learning. Year level teams have planned engaging Inquiry investigations in the curriculum areas of science, history, geography and the arts. Teachers worked on developing Inquiry planners each term relating to one of the “through lines” for Inquiry established at OPS - Diversity, Creating, Understanding and Sustainability. Engaging students through the Inquiry process of finding out, investigating, sorting out and drawing conclusions will continue to be developed in our curriculum.

Both classroom and specialist programs provide extensive opportunity for creativity and divergent thinking. The Specialist programs cover the following curriculum areas - The Arts: Visual and Performing, Physical Education and Health, Science and Languages - Indonesian. We cater for every child’s interest level and extend students to take on new challenges. We believe that tapping into each child’s individual creativity is paramount.

The range of extra curricula opportunities provide avenues for each child to develop their talents, leadership and personal and social skills. Activities such as school band, choir, music camp, science club, drawing club and The Stephanie Alexander Kitchen Garden program positively engage our students and community in school life. The establishment of a “digital sandpit” in 2018 provided opportunity for students to further develop their skills and interest in coding, robotics and digital design.

Teachers have developed a range of strategies to empower students to be active in their learning journey. Students are encouraged to take an active role in decision making both within the classroom and across all aspects of school life. Students are becoming proficient in setting goals and self-assessing their knowledge, understanding and effort. Providing authentic feedback via teacher to student, student to student as well as student to teacher is essential in establishing a culture of growth and improvement.

A well-structured transition program makes for seamless transition between all areas of the school. The transition program provides a school wide approach in Term 4 for students to transition to the next year level. We provide an extensive Foundation transition program and work with our local secondary colleges to provide a range of transition activities for Year 4 to 6 students in preparation for secondary school.

Wellbeing

The wellbeing of our students is underpinned by an ethos at Osborne Primary School that promotes consideration, tolerance and empathy towards others. Our school values of Respect, Confidence, Co-operation, Responsibility and Resilience are promoted through assemblies, values awards and school programs. We have successfully employed strategies to teach social skills and enhance students’ personal development through the “Play is the Way” program. Student understandings of the “Life Rafts” associated with the program are consistently taught through group games and team work. At every opportunity, the students are encouraged to take responsibility for themselves and build resilience to problem solve and develop skills of independence. In line with the “Play is the Way” foundations, a whole school presentation from a live in-school theatre group was provided for the students. This production was an excellent springboard for teaching students about being brave and resilient.

During 2018 we also continued to utilise resources through the “KidsMatter” Australian Primary Schools Mental

Health Initiative and link with other schools in a network to share ideas and offer support.

A staff member in the role of Wellbeing Officer has provided additional support for students' social and emotional development. A range of lunchtime activities such as drama club, organised games and quiet activities assist children in being part of a team and getting along with others. The Wellbeing Officer initiated some new projects for 2018. Highlights were the introduction of fully equipped play pods in the Year One playground area, a buddy bench built by our local "Men's Shed" and a drop in centre for students feeling a little overwhelmed, lonely or needing support during lunchtimes.

The introduction of a healthy canteen operating every day has contributed positively to student wellbeing and connectedness to school. New outdoor furniture was acquired to create a welcoming area outside the canteen for students and parents to gather and chat.

We hold the development of partnerships between parents and teachers in high regard. Sound communication between school and home is paramount to enhance the value of learning and result in the best outcomes for our students. We use both electronic communication and face to face time to develop relationships and involve parents in their child's education.

Financial performance and position

Osborne Primary School's financial position remained sound for 2018. The expenditure budget ensured adequate resourcing for educational priorities in line with the Annual Implementation Plan. Comprehensive budgets were planned and approved by School Council to resource the needs of the students and school. All financial commitments were met as planned.

Operating statements and balance sheets were well monitored by the Finance Committee and School Council. The nominated operating reserve required by DET was held as a financial commitment for 2018. Our very active "Friends of Osborne" group was instrumental in raising significant funds that supported the installation of two new playgrounds.

Grant procurement supported the following programs; Australian Government sports in schools grant for sporting programs, Indonesian teachers grant for teacher professional learning, Telstra community grant for Out School Hours Care program, Café and market station, The Mornington Shire grant for the Walk to School program. Equity funding was used to resource two literacy support teachers to support students requiring additional needs in literacy.

For more detailed information regarding our school please visit our website at
<https://www.osborneps.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.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Key: *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

Enrolment Profile

A total of 606 students were enrolled at this school in 2018, 306 female and 300 male.

np percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	85.0	85.1	78.3	91.6

School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	83.9	77.7	66.6	86.7

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary year levels.

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	95.5	90.1	82.6	95.3	Similar
Mathematics	95.8	91.1	84.0	96.4	Similar

NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	84.3	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	74.6	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	65.3	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	64.4	55.6	37.0	75.0	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	84.3	71.4	57.6	83.6	Higher
Year 3	Numeracy (4 year average)	72.8	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	67.8	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	63.9	54.8	39.2	71.4	Similar

NAPLAN Learning Gain

Learning gain of students from year levels 3 to 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 student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	39.4	39.4	21.1
Numeracy	18.8	55.1	26.1
Writing	18.6	55.7	25.7
Spelling	22.9	58.6	18.6
Grammar and Punctuation	31.4	55.7	12.9

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	15.0	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	14.5	15.2	13.2	17.8	Similar

Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	93	94	93	92	93	93	90

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	87.9	81.1	72.6	89.0	Similar
Percent endorsement (2 year average)	91.1	81.7	73.8	88.7	Higher

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	91.5	81.2	72.2	90.3	Higher
Percent endorsement (2 year average)	94.1	81.8	73.7	89.7	Higher

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$4,381,830
Government Provided DET Grants	\$550,553
Government Grants Commonwealth	\$194,643
Government Grants State	\$0
Revenue Other	\$26,896
Locally Raised Funds	\$618,455
Total Operating Revenue	\$5,772,378

Equity ¹	Actual
Equity (Social Disadvantage)	\$60,547
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$60,547

Expenditure	Actual
Student Resource Package ²	\$4,453,114
Adjustments	\$0
Books & Publications	\$2,499
Communication Costs	\$6,015
Consumables	\$152,518
Miscellaneous Expense ³	\$263,062
Professional Development	\$22,562
Property and Equipment Services	\$292,657
Salaries & Allowances ⁴	\$412,707
Trading & Fundraising	\$35,799
Travel & Subsistence	\$0
Utilities	\$62,778
Total Operating Expenditure	\$5,703,712
Net Operating Surplus/-Deficit	\$68,666
Asset Acquisitions	\$80,041

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$695,721
Official Account	\$89,697
Other Accounts	\$178,944
Total Funds Available	\$964,362

Financial Commitments	Actual
Operating Reserve	\$64,279
Other Recurrent Expenditure	\$42,889
Provision Accounts	\$18,315
Funds Received in Advance	\$211,752
School Based Programs	\$238,980
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$72,963
Asset/Equipment Replacement < 12 months	\$144,100
Capital - Buildings/Grounds < 12 months	\$113,184
Maintenance - Buildings/Grounds < 12 months	\$57,900
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$964,362

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 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, including:
 - 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) factors:
 - 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.

WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' 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 his or her first eleven 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').