

2019 Annual Report to The School Community



School Name: Aireys Inlet Primary School (5566)



- 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 30 April 2020 at 03:36 PM by Jennifer Abel (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 24 November 2020 at 11:45 AM by Michelle Vernieux (School Council President)

About Our School

School context

This is the third year Aireys Inlet Primary School as its own entity.

Our Student Family Occupation and Education Index is 0.2021.

Our current enrollment at the beginning of 2020 is 9 students with 5.4 Full Time teaching staff and 2 Administration Staff.

Inspired by our unique natural surroundings, our school empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being.

Aireys Inlet Primary School aims to provide an inclusive and caring learning environment that engages our students and challenges them to grow to acquire, demonstrate, articulate and value the knowledge and skills that will support them, as life-long learners.

Aireys Inlet Primary School is dedicated to recognising the importance of the partnership between the school and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for ensuring inclusive, safe and orderly environments by delivering the Respectful Relationship curriculum, using the School Wide Positive Behaviour Framework, underpinned by the core values of Respect, Cooperation and striving for Personal Best.

Over the year we implemented our Whole School Instructional Model and Lesson Structure Framework in English and Mathematics. We have been able to document our Guaranteed Viable Curriculum in the key learning areas in both digital and hard copy.

Staff have been involved in ongoing professional learning in the area of Literacy, Digital Technologies, Student Voice and Agency, Autism and Aboriginal Perspectives.

The teachers have worked on HITS (High Impact Teaching Strategies) through the professional learning the Literacy Leader has delivered, with a key focus on Writing, as identified as an area for improvement in our 2018 School Review.

All school community stakeholders have developed a trust with each other and mutual respect for the roles they perform.

As a Respectful Relationships partner school, the curriculum has been embedded and supported through the Blueearth program in which we launched with grant in 2019. The student, teacher and parent, School Wide Positive Behaviour Matrix have all been developed, and there is a communal responsibility to ensure all stakeholders uphold the school values and display expected behaviours.

Our students once again performed very well academically, across all key learning areas, with 80% of our students performing well above expected level in Reading. In NAPLAN 100% of our year 5 students were in the top two bands.

Framework for Improving Student Outcomes (FISO)

Considerations for 2020

In 2020, there will be continued work on evidence based pedagogy, through HITS, Practice Principles, Student Voice and Agency, and Classroom Instruction That Works. We will continue to embed our whole school Instructional Model and Lesson Structure Frameworks.

All stakeholders will unpack the Opinion Survey data and have a significant input into developing strategies for change. Already, the parents are working through the 2019 Parent Opinion Survey, identifying challenges and working with the school to suggest improvements. There will continue to be a focus on acceptable behaviours in line with our school values for all school community members, with the aim of developing a cohesive community culture in time.

Although our students perform very well across most key learning areas, it has been identified in the data that we are not challenging students at the 'top end' and that we need more students to have high growth. In 2020 we will be adopting an engaging whole school pure inquiry model, based on deep learning, questioning and challenge. There will also be the opportunity for talented and gifted students continue to access the Gateways program specialised learning workshops with students across the Geelong area.

FISO

Excellence in Teaching and Learning

Building Practice Excellence and Curriculum Planning and assessment- Embedding

Teacher are making links between students' progress data and their own professional learning needs. We had two staff members complete the Literacy Leaders Course and present Professional Learning to the rest of the staff.

The school routinely reviews its impact on students' progress and development, and incorporates findings into whole-school professional learning and school improvement plans. In 2019, our focus was to improve writing across the school, teachers were involved in professional learning delivered by peers and a coach. Strategies were implemented into practice, which resulted in improved learning gain for students across the school.

Curriculum planning reflects the achievements of students against the standards for curriculum areas, stages of learning and student needs. Teachers teach at 'point of need' for each individual child, depending on where they sit on the continuum, as a result, a high percentage of our students achieve more than one year growth.

The school's curriculum plan integrates learning areas and capabilities, pedagogy and assessment into a sequential program of learning.

Accurate assessment of and for learning is characterised by teacher collaboration around processes such as assessment mapping and moderation, enabling greater consistency of teacher judgements of student learning.

Consistent processes are in place to monitor the effectiveness of programs in meeting the student's learning goals and needs, based on a range of evidence. Students are actively involved in developing and monitoring their own learning goals, which has resulted in improved student engagement and academic rigor.

Professional Leadership

Building Leadership Teams and Instructional Shared Leadership- Evolving moving towards Embedding

Leadership roles are aligned with the School Strategic Plan and Annual Implementation Plan (AIP) priorities. A whole-school professional learning strategy aligns individual learning plans with school goals and supports the school's identified FISO improvement strategies. The teachers' roles and responsibilities include facilitating the school professional learning program.

All staff engage in annual performance and development processes. Leaders develop action plans and use these as a guide, together with school performance data, to develop a set of clear goals for student learning that are aligned with the Annual Implementation Plan (AIP).

Positive Climate for Learning

Empowering Students and Building School Pride and Setting Expectations and Promoting Inclusion- Evolving moving towards Embedding

Our teachers encourage students to set high expectations for their own learning. They engage in conversations about learning and progress, addressing concerns and celebrating achievements.

Teachers assist students to become more self-directed and to believe in their ability to complete tasks and reach goals. Staff, students and parents regularly share and celebrate school achievements within and beyond the school using a broad range of opportunities.

Students are familiar with behaviour expectations and consequences for inappropriate behaviour. Behaviour management, wellbeing and engagement strategies are evidence based and sufficiently flexible to support all students. All classes provide safe and welcoming learning environments in which students respect and value on-task learning.

Community Engagement in Learning

Building Communities and Global Citizenship- Embedding

The school community works together to give consistent support and reinforcement of expectations about learning and behaviour and celebrate student achievements.

Inclusive school policies, programs and practices are monitored and evaluated for their effectiveness. All students at our school have access to the curriculum and facilities.

Our school works in partnership to address identified student learning and wellbeing needs and enrich learning experiences and opportunities. We work on a tiered approach, using both internal and external supports personnel such as our Welfare Officer and the SSSO network of professionals.

A shared commitment and collaborative actions by our school, families and broader community, assists community organisations and agencies to provide services and maximise benefits for students aligned to the school's policies.

The school ensures early intervention for students who have additional needs or are at risk of disengagement. We collaborate with community agencies to support specific learning, health and wellbeing needs of these students.

Teachers plan collaboratively to identify and integrate global perspectives into the curriculum drawing on contemporary events. We actively engage with our local community and agencies, such as DELWP, the CFA, Angair and the Friends of Eastern Otways around local and global issues. Our students are involved in the Citizen Scientist program amongst other climate change and sustainability initiatives.

We continue to look for authentic opportunities for our students to become active citizens within the school and wider community.

Through our inquiry units of study, teachers draw on students' experiences to develop their understanding of the economic and social inequalities that exist globally. Students examine, reflect on and challenge abuses of social justice and human rights.

Achievement

Aireys Inlet Primary School has achieved pleasing results in all areas of Student Learning during 2019, with many areas of excellent growth and achievement.

In English teacher assessments against the Victorian Curriculum show the percentage of students in Years P-6 with at or above the expected growth of one year was: Reading 93%, a 8% increase from 2018, Writing 92%, a 7% increase.

In Numeracy, the percentage of students in years P-6 with at or above the expected growth of one year was 91%, a 9% increase.

An upward trend has continued in all key learning areas over the past 3 years, especially with students achieving above expected level. This is an excellent result.

Our NAPLAN Relative Growth results from years 3-5 are also very pleasing:

The percentage of students meeting at or above benchmark growth in Reading was 85%, Writing 100% and Number 78.6%. Writing growth has shown a significant improvement over the past two years considering it was an improvement focus identified in our Strategic Plan. The improvement strategies we have put in place are having a positive impact in student outcomes.

Both boys and girls achieved similar results, however in Numeracy the percentage of students meeting or above was stronger by the girls yet there were significantly more boys, 50% who had a growth above the benchmark compared to the girls 17%.

Our NAPLAN Learning Gain results from years 3-5 are also pleasing with increased students showing High Gain. Although overall our students significantly outperform other students in Reading, they are already coming from a 'high' base, and therefore we need to challenge our readers into the higher levels of the curriculum and assess accordingly to see a higher level of academic gain. A focus on the teaching of Numeracy will be identified as a priority over the next 18 months.

NAPLAN Learning Gain	Low Gain	Medium Gain	High Gain
Reading	14.3	57.1	28.6
Numeracy	21.4	28.6	50.0
Writing	7.1	21.4	71.4

Spelling	7.1	57.1	35.7
Grammar and Punctuation	14.3	42.9	42.9

Our Year 5 students in 2019 significantly out performed the state benchmark, and our Year 3 students were equal to or out performed the state benchmark in writing and reading. Our Year 3 Numeracy results were lower than that of the State median.

Engagement

Average Number of Student Absence Days

Average number of absence days Middle 60 percent high	School	State Median	Middle 60 percent low
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Average number of absence days (latest year)	18.3	16.3	13.9
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Average number of absence days (4 year average)	19.2	15.5	13.5
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Our school continues to record average number of days absent for each child being two or more days higher than State average. This can be noted in the trend data.

Average 2019 attendance rate by year level: %

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate (latest year)	91	92	89		91	91	91

Year 2 had the highest rate of absenteeism, although year levels consistent across the school.

Common reasons for non-attendance include illness and extended family holidays. We had many families taking extended holidays within the school year.

Our coastal and tourism community context impacts on our attendance data as families who own businesses take holidays after the peak tourism periods.

We actively encourage attendance by promoting the 'It's not okay to be away' message, providing fun and engaging learning experiences and actively following up non-attendance

Wellbeing

Both the Attitudes to School and the Staff Opinion Surveys data indicated positive shifts in our wellbeing goals.

The students in Years 4-5 indicated a positive improvement result in the areas of connectedness (89%), a sense of inclusion (84%) and the sense of having student voice and agency (72%).

Student Voice and Agency remains as a focus for us in 2020 as we develop authentic opportunities for our students to have a greater input into their own learning and the operation of the school.

The school will continue to focus on improving students' connection to school by building our students' sense of belonging and enjoyment. We will continue to encourage student leadership, build community and cultural partnerships, and develop student social and emotional capabilities. Student Voice and Agency with the assistance of Amplify, will continue to be a focus of Professional Learning for staff in 2020 as they embed learnt strategies into pedagogy and classroom practice.

The majority of our students believe we manage bullying well, indicating an 77.5% positive response in the Attitudes to School Survey. This is an improvement on previous years however acknowledge we have some way to go. We had a positive improvement in the amount of students not experiencing bullying to 89% which is positive. This can be due predominantly to the work teachers have done embedding the Respectful Relationships curriculum, SWPB and values programs and Blueearth. These programs will continue in 2020.

Financial performance and position

The school ended the year with a healthy surplus, however this is predominantly due to the Parent Club funds of \$68474.68.

The school itself ended with a small surplus in the cash budget of \$18,515.

The School Resource Package (SRP) ended the year with a surplus of \$19,896.

Extraordinary revenue noted, was the Parent Club funds and there was no extraordinary expenditure over the year. The sources of funding that the school received in 2019 included locally raised funds from the Annual Fair and other fundraisers, donations from the Recycle Shed, Anglesea, voluntary contributions from families and Sporting Schools and other minor local grants.

Additional State/Commonwealth funding the school received beyond the SRP with the purpose of the funding and its link to improvements in teaching and learning were for Victorian Curriculum Curriculum Planning, Maintenance Blitz grants, Respectful Relationships Partner School Grant, Swimming, the Sporting Schools initiative.




For more detailed information regarding our school please visit our website at
<https://aireysinletps.vic.edu.au>

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile

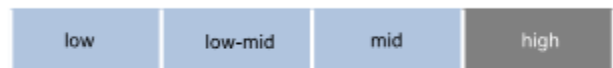
Enrolment Profile

A total of 93 students were enrolled at this school in 2019, 42 female and 51 male.

0 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

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





School Staff Survey

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

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



Performance Summary

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>Results: English</p>  <p>Results: Mathematics</p> 	<p>No Data Available</p> <p>No Data Available</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>No Data Available</p> <p>No Data Available</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>No Data Available</p> <p>No Data Available</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>14%</td> <td>57%</td> <td>29%</td> </tr> <tr> <td>Numeracy</td> <td>21%</td> <td>29%</td> <td>50%</td> </tr> <tr> <td>Writing</td> <td>7%</td> <td>21%</td> <td>71%</td> </tr> <tr> <td>Spelling</td> <td>7%</td> <td>57%</td> <td>36%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>14%</td> <td>43%</td> <td>43%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	14%	57%	29%	Numeracy	21%	29%	50%	Writing	7%	21%	71%	Spelling	7%	57%	36%	Grammar and Punctuation	14%	43%	43%	<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> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
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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>No Data Available</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1"> <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>91 %</td> <td>92 %</td> <td>89 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>90 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	92 %	89 %	91 %	91 %	91 %	90 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	92 %	89 %	91 %	91 %	91 %	90 %										

Performance Summary

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

Key: Similar School Comparison: Above Similar Below

Wellbeing	Student Outcomes	Similar School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		No Data Available
<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>		No Data Available

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	\$744,437	High Yield Investment Account	\$137,446
Government Provided DET Grants	\$172,807	Official Account	\$18,515
Government Grants Commonwealth	\$4,400	Total Funds Available	\$155,961
Revenue Other	\$9,439		
Locally Raised Funds	\$112,352		
Total Operating Revenue	\$1,043,435		
Equity¹			
Equity (Social Disadvantage)	\$5,000		
Equity Total	\$5,000		
Expenditure		Financial Commitments	
Student Resource Package ²	\$735,596	Operating Reserve	\$42,704
Books & Publications	\$91	Other Recurrent Expenditure	\$5,006
Communication Costs	\$3,627	Funds for Committees/Shared Arrangements	\$71,200
Consumables	\$31,171	Maintenance - Buildings/Grounds < 12 months	\$49,092
Miscellaneous Expense ³	\$85,841	Total Financial Commitments	\$168,002
Professional Development	\$4,363		
Property and Equipment Services	\$87,532		
Salaries & Allowances ⁴	\$37,438		
Trading & Fundraising	\$25,592		
Utilities	\$12,290		
Total Operating Expenditure	\$1,023,539		
Net Operating Surplus/-Deficit	\$19,896		
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)

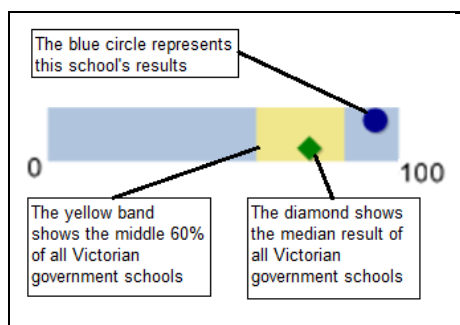
Engagement

- 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').