

2019 Annual Report to The School Community



School Name: Gladstone Park Secondary College (7858)



- 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 11 March 2020 at 01:31 PM by Lynne Gutterson (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 10 November 2020 at 03:38 PM by Sharon Matuauto (School Council President)

About Our School

School context

Gladstone Park is a single campus, co-educational year 7-12 college of around 1650 students that services a large resident community in the North Western suburbs of Melbourne. We have a culturally diverse enrolment and a Student Family Occupation and Education (SFOE) Index of 0.4780. Our staffing profile has 111.1 Effective Full Time (EFT) teachers and 30.1 EFT support staff. The vast majority of students enrolled come from the 5 neighbourhood primary schools; however, more than 25 primary schools also feed our enrolments.

There is pressure on our enrolments with our ceiling being 1575 and 2019 student numbers at 1640. We have waiting lists at each year level.

Gladstone Park supports students' diverse needs through various programs. A significant proportion of students come from non-English speaking background and we have EAL classes at every year level and employ two Multicultural Aides. Across the school there are around 26 students funded under the Program for Students with a Disability (PSD), whose Learning Plans and Student Support Group Meetings are coordinated by a dedicated staff member. We provide academic support for low literacy students through Reading and English enhancement classes. Further academic supports available to students include after-school tutorial classes. To support students with high academic ability, we deliver a Select Entry Accelerated Learning (SEAL) program, and a select Language Immersion program where Italian language is taught using the Content Learning in Language (CLIL) methodology. Both these programs have classes at each year level for years 7 - 9, and continued supports through to VCE.

Student welfare support is a priority and the school employs 2.5 EFT counsellors to complement the DET supplied SSSO staff and school nurse. Specialist welfare programs and extra-curricular programs support the education of our students.

Student Pathways is well resourced with 2.0 EFT careers staff supporting all students from years 10-12.

The school supports teacher development through a peer-led weekly professional learning program and prioritising collaborative improvement of teaching strategies in staff and faculty meetings. Leadership development is fostered through a leadership structure that includes four assistant principals, 13 leading teachers, 6 learning specialists and a wide range of positions of responsibility. All staff are members of a Professional Learning Team. The roles of the assistant principals are Junior School Principal, Middle School Principal, Senior School Principal and Assistant Principal - School Performance.

Framework for Improving Student Outcomes (FISO)

FISO dimensions showing marked self-assessment improvement since the end of 2017 on the continua are: Building Leadership Teams, Empowering Students and Building School Pride, and Building Communities.

Contributors to the improvements in Building Leadership Teams are: strengthening the Leadership Team and its commitments, greater distribution of leadership responsibilities and establishing a School Improvement Team.

Contributors to the improvements in Empowering Students and Building School Pride are: implementing Pivot surveys for increased student agency in learning, establishing the Respectful Relationships curriculum program, and initiating the implementation of a whole school Positive Behaviour for Learning program.

Contributors to the improvements in Building Communities are: developing consistency in Student Support Group Meetings, greater consistency and frequency in using Individual Learning Plans, and building and strengthening relationships with external student support agencies.

Excellence in Teaching and Learning is the only FISO priority area showing self-assessment declines since the end of 2017 on the continua. Teacher understanding of and engagement with FISO was quite low in 2017. The leadership team's actions and priorities during 2019 actively developed staff understanding and engagement with FISO in 2019. The decline in the self-assessment in this FISO priority area may be indicative of greater teacher awareness of quality indicators for teaching and learning, professional learning, and curriculum and assessment.

Contributors to the improvements in greater teacher awareness of quality indicators are: 2018 introduction of Curriculum Design Teams (CDTs) to trial, evaluate and report on the effectiveness of HITS, introduction of the

Learning Specialist role in 2018 and their pedagogical supports, principal team involvement in Communities of Practice, greater distribution of leadership responsibilities, and establishing a School Improvement Team.

Achievement

Our school is performing at the predicted range given the background characteristics of our students. In 2019, 16 of our year 12 students achieved an ATAR above 90, with our Dux achieving a score of 98.50.

Teacher assessment against the Victorian Curriculum standards are in line with the State median. Year 7 NAPLAN and Year 9 NAPLAN results have a consistent trend although relative growth in some areas is not at state benchmarks.

The school is working to lift the high growth in all areas of the NAPLAN test results.

All 'Program for Students with a Disability' students showed progress at a satisfactory or above in achieving their individual goals.

We will continue to strive for excellence in all academic pursuits, rewarding both effort and achievement.

The highlights most mentioned by staff were the collaborative work teachers were doing (CDTs, implementing HITS, developing learning intentions and success criteria, focussing on pedagogy).

The second most mentioned highlights for staff were extra-curricular programs and involvements.

Student growth (general and VCE) was the third most mentioned highlight for staff.

Many other highlights were mentioned including student safety and wellbeing, specialised curriculum programs, curriculum and assessment, development of student agency and voice, school facilities, community building and leadership development.

Engagement

The Attitudes to School survey results for 2019 were slightly lower than last year in some areas and slightly higher in others. For example, Teacher Concern and Student Voice have shown improvements from past years, but are still lower than state averages.

We continue to hold high standards by ensuring: a safe and orderly environment in which learning is the key focus for all staff and students; major improvement and maintenance in the physical amenity available to students; innovative curriculum programs, such as the SEAL and Language Immersion programs; a rich extra-curricular program and a significant increase in the availability of information technology to students.

The average 2019 attendance data has been consistently high over the past 7 years and reflects several years of concerted effort by the Sub-Schools.

We continue to strive to provide a stimulating learning environment, both in and outside the classroom.

Student voice and agency has been the 2018-2019 focus of our Principals' Community of Practice (COP). We implemented PIVOT surveys for student feedback to teachers on their learning experience. Discussions between students and teachers about survey results has improved student trust and engagement. School-wide results have identified areas for school-based professional learning.

Through discussions with a cross-section of students, year 12, VCAL, Reading program, Year 10 English, Year 9 EAL. we have found:

All students noticed the changes in explicit teaching and what they are learning, eg: Learning Intentions and success criteria. Students commented that they know how they are improving, by grades, regular teacher feedback, test results and SAC outcomes. The reading and EAL students report an increased understanding of the content and language. Students report that they can get help through various methods, including teachers, classmates and after school tutor groups. The senior students commented that they can use Edrolo and contact teachers directly for extra assistance.

Year 12 exiting students have a positive memory of their last year at school. They feel their last day - Celebration Day - is a highlight in their year and they engage positively with the school community on this day. When asked about

information on their final exams, how the ATAR was calculated and the VTAC application process, the majority of students said it was 'just what they needed'. Year 12 students overwhelmingly see the study centre as a positive learning space where they can work effectively. 72% of year 12 students said they felt comfortable approaching someone in Senior School if they had a problem, and 28% said they weren't comfortable. Survey results will be used by the sub-school to improve supports for senior students.

Wellbeing

Student wellbeing continues to be a focus at Gladstone Park. If students are not feeling safe, learning can often be difficult.

Gladstone Park's results from the 2019 Parent Opinion Survey show overall satisfaction in line with the state average and a good result in the area of Student Safety. Currently we rank in the 4th Quartile, which is the top 25% of all secondary schools.

Our results from the Student Attitudes to School survey also reflect a feeling of safety within the school.

The sub-school system at Gladstone Park creates a feeling of small schools within a large school, enabling students to be easily supported. This system also enables support for teaching staff with matters relating to student engagement and welfare.

As well as the sub-school support, Gladstone Park provides a well resourced Student Services team, targeted health and resilience programs and vast and inclusive co-curricular and extra-curricular programs.

The school has reviewed and improved processes and supports for student agency, wellbeing and engagement. This is in the context of growing student enrolments and community/societal shifts, including increased numbers of students with traumatic backgrounds and increases in anxiety in young people.

In 2018, the school implemented Respectful Relationships program. It is integrated into classroom curriculum for years 7 to 9 to teach students how to build healthy relationships, resilience and confidence. This continued in 2019.

During 2019, we audited student support processes and have developed a more consistent approach. This approach has included greater efficiencies in communication and clarity of responsibilities for teachers, sub-schools and student services. We have redefined the sub-school Program Manager role with increased time allowance, increased staffing in student services and worked with DET regional staff to assure SSS and SOCs supports for tier 3 students. Staff have received training in trauma-informed practice and in 2020 we will implement Positive Behaviours for Learning (using the SWPB model).

Evidence: 2019 data shows improved student attitudes to school survey results for teacher concern, motivation and interest; improved case-management approaches; number of external support agencies engaged; increased staffing for student services; implementation of Respectful Relationships curriculum; implementation of Positive Behaviours for Learning program.

Financial performance and position

Gladstone Park Secondary College maintained a very sound financial position throughout 2019. The 2017-2020 School Strategic Plan, along with the 2019 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. 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. A substantial financial commitment has been made to provide further resourcing of staff in the sub-schools, student services and in leadership to support all students, in particular for students at risk and students with special needs.

For more detailed information regarding our school please visit our website at
<https://www.gladstoneparksc.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 secondary school type.*

Enrolment Profile

A total of 1639 students were enrolled at this school in 2019, 826 female and 813 male.

25 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: Low - 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)	64.1	73.0	64.9	79.3

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)	44.2	54.2	43.8	63.0

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

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics

ACHIEVEMENT

Teacher Judgement of student achievement

Percentage of students in year levels 7 to 10 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	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	87.3	78.4	63.3	90.2	Above
Mathematics	84.9	67.9	47.2	85.5	Above

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (latest year)	59.2	52.6	40.0	67.4	-
Year 7	Numeracy (latest year)	59.4	53.9	40.0	67.6	-
Year 9	Reading (latest year)	45.6	43.8	31.4	57.9	Similar
Year 9	Numeracy (latest year)	47.5	42.9	29.9	59.9	Similar

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 7	Reading (4 year average)	56.1	49.8	38.3	62.0	-
Year 7	Numeracy (4 year average)	62.6	53.0	40.7	67.1	-
Year 9	Reading (4 year average)	41.5	42.0	31.9	54.1	-
Year 9	Numeracy (4 year average)	46.0	41.5	29.9	57.9	-

NAPLAN Learning Gain

Learning Gain of students from year levels 5 to 7 and year levels 7 to 9 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'.

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.

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 Gain	Medium Gain	High Gain
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	17.9	56.6	25.5
Year 5 to 7	Numeracy	22.5	50.2	27.3
Year 5 to 7	Writing	26.1	53.0	20.9
Year 5 to 7	Spelling	22.4	50.8	26.8
Year 5 to 7	Grammar and Punctuation	22.8	52.4	24.8
Year 7 to 9	Reading	24.9	59.3	15.8
Year 7 to 9	Numeracy	31.3	50.4	18.3
Year 7 to 9	Writing	24.9	52.2	22.9
Year 7 to 9	Spelling	22.5	56.9	20.6
Year 7 to 9	Grammar and Punctuation	32.4	48.6	19.0

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.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	28.3	27.3	25.5	29.7	Similar
Mean Study Score (4 year average)	28.9	27.2	25.3	29.5	-

Students in 2019 who satisfactorily completed their VCE: **99 percent.**

Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **21 percent.**

VET units of competence satisfactorily completed in 2019: **91 percent.**

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **98 percent.**

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

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	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	16.7	21.3	16.7	26.5	Above
Average number of absence days (4 year average)	14.8	20.4	15.8	25.1	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	92	89	91	91	94	93

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	85.9	75.6	66.7	82.1	Above
Retention (4 year average)	85.3	75.3	67.1	80.8	-

Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	95.8	90.1	81.8	98.6	Above
Student Exits (4 year average)	98.6	91.1	83.0	97.4	-

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

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 7 to 12.

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	48.4	52.0	43.6	61.9	Below
Percent endorsement (3 year average)	51.7	52.3	44.5	62.0	-

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 7 to 12.

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	51.5	56.2	45.1	66.9	Below
Percent endorsement (3 year average)	53.4	55.8	47.0	66.2	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$15,668,802
Government Provided DET Grants	\$2,196,735
Government Grants Commonwealth	\$14,535
Government Grants State	\$143,402
Revenue Other	\$63,859
Locally Raised Funds	\$1,133,697
Capital Grants	\$0
Total Operating Revenue	\$19,221,031

Equity ¹	Actual
Equity (Social Disadvantage)	\$1,024,710
Transition Funding	\$0
Equity (Catch Up)	\$78,330
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$1,103,040

Expenditure	Actual
Student Resource Package ²	\$14,672,251
Adjustments	\$0
Books & Publications	\$6,306
Communication Costs	\$42,240
Consumables	\$397,555
Miscellaneous Expense ³	\$1,578,291
Professional Development	\$89,058
Property and Equipment Services	\$844,194
Salaries & Allowances ⁴	\$566,974
Trading & Fundraising	\$66,310
Travel & Subsistence	\$19,474
Utilities	\$211,607
Total Operating Expenditure	\$18,494,261
Net Operating Surplus/-Deficit	\$726,770
Asset Acquisitions	\$41,348

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$1,016,050
Official Account	\$119,344
Other Accounts	\$0
Total Funds Available	\$1,135,394

Financial Commitments	Actual
Operating Reserve	\$582,428
Other Recurrent Expenditure	\$3,139
Provision Accounts	\$859
Funds Received in Advance	\$215,994
School Based Programs	\$338,719
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$20,870
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$112,767
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,274,776

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 26 Feb 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, 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 '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, Community Schools and schools that changed school type recently, 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').