

# 2019 Annual Report to The School Community



**School Name: Moonee Ponds Primary School (3987)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 26 March 2020 at 03:45 PM by Matthew Bott (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 13 May 2020 at 05:50 PM by Scott Siega (School Council President)

## About Our School

### School context

Moonee Ponds Primary School is well-established school located in the inner north west of Melbourne. The school has a long and proud history and was initially established in 1919, first as a primary school, then as a "central" school with students from prep - year 8. In 2013 the school again became a primary school. As part of this transition the school community (students, teachers and parents) authentically established our School Mission, Vision and Values. This underpins all work we do as a collaborative learning community. Our mission is to create and sustain a world class inclusive and collaborative learning community that provides the highest quality education; where teacher and student potential is maximised and where all students are empowered to become active, inspired and courageous citizens. Our vision and values can be viewed at <http://www.mpp.vic.edu.au/about-us/>

The school is situated on spacious and well-treed grounds that are well appointed with equipment, play and recreation areas. The school is located in the inner north west of Melbourne and draws students from its local area of Moonee Ponds, Ascot Vale and Brunswick North and West. In 2019 our enrolment was 350 students (176 females, 174 males), encompassing 16 classes. We have an engaged parent community which is reflected in an active School Council and Parents Association. Through fundraising efforts, student initiatives and parent support many improvements have been made to the grounds including development of sustainability garden and chicken enclosure, playground improvements, shade sail and tap installation, footy goal posts and most recently an outdoor maths garden (learning area). The school has a Sports and Performance Centre with a half-court gym a dedicated music room and a dedicated performing arts room. There is also a designated Italian/LOTE and visual arts room.

Organisationally the school is structured in professional learning teams (PLTs): Prep/Foundation, Year 1/2, Year 3/4 and Year 5/6. In 2019 our workforce comprised of two Principal class officers, twenty teachers and twelve Education Support Staff (office & integration aides) with a total of 27.0 EFT (Effect Fulltime Staff). There were 10% of EAL (English as an Additional Language) students and 3% ATSI (Aboriginal and Torres Strait Islander) students in the school. Our overall socioeconomic profile (based on SFOE) is "high" with an SFOE index of 0.1445.

Moonee Ponds Primary School is a place where all students feel safe, are respected and are challenged in their learning. Our teachers work in highly effective teams, planning for the success and learning of every child in the school. Together they have created a vibrant reading, thinking and problem solving culture in every classroom. The timetable is designed to support each team with at least one period of planning time together during the school day. The meeting schedule is structured with PLT meeting time after school one day a week. All meetings are structured to have a Strategic Plan/Annual Implementation Plan (AIP) focus and organisational focus; with a professional learning emphasis on curriculum, instruction, assessment and feedback.

As well as the classroom teaching teams, students have access to specialist classrooms and teachers for Visual and Performing Arts, Physical Education and Italian. This breadth of curriculum is also supported with both Science and extensive Integrated Studies units of work. Our philosophy is based around each student performing at their personal best in all areas of the curriculum including sport. We celebrate participation and reward excellence in all endeavours. We commit to maximising the learning growth of every child.

### Framework for Improving Student Outcomes (FISO)

The FISO area that MPPS focused on in 2019 was Excellence in Teaching and Learning, Professional Leadership, Positive Climate for Learning & Community Engagement in Learning.

AIP Goal 1- To improve achievement and optimise the learning growth of every student.

In the in the area of Curriculum Planning and Assessment (and Evidence Based High Impact Teaching Strategies) was 'Consistently embed the school differentiated approach to curriculum, assessment and instruction [with an initial AIP emphasis on Reading].'

The KIS in the area of Building Practice Excellence (and Evaluating Impact on Learning), the Key Improvement Strategy (KIS) was 'Implement the PLC evidence-based inquiry approach and other FISO supports to collaboratively build staff capacity to embed the differentiated approach'.

In the area of Building leadership Teams (and Instructional Shared Leadership) the KIS was 'Continue to build instructional leadership capacity to guide, support and direct improvement in teacher practice and student outcomes.'

AIP Goal 2- To create empowered learners who are actively engaged in and connected to their learning. The KIS in the area of Curriculum Planning and Assessment (and Empowering Students) was 'Continue to activate student voice, leadership and agency in their learning.'

AIP Goal 3- Continue to develop respectful and resilient students who display growth mindsets and behaviours and attitudes that reflect the MPPS values.

The KIS in the area of Curriculum Planning and Assessment (and Empowering Students) was 'Continue to activate student voice, leadership and agency in their learning.'

The Professional Learning Community (PLC) initiative and collaborative work with schools both within our network and outside our network has helped develop the leadership capacity of our team and learning area leaders as well as the consistency and cohesiveness of our staff. Through this work there is an enhanced focus on improving outcomes for students with an increased capacity of staff to use data to set goals and measure impact. The professional learning agenda has also increased that capacity of staff to observe and share practice. 2019 was the first year of our new School Strategic Plan.

## Achievement

Moonee Ponds Primary School's (MPPS) Victorian Curriculum data in English is similar the median of all Victorian government schools and in Mathematics is above. In 2019 our student outcomes were also consistent with that of similar schools. In Year 3, NAPLAN reading was lower and numeracy similar when compared to that of similar schools comparison. In Year 5 both reading and numeracy were similar, with the four year average consistent to that of similar schools.

Our NAPLAN growth data showed more than 70% of students in the high or medium growth areas across all learning areas. There was an increased number of students with high growth in writing (33%), grammar & punctuation (20%) and spelling (20%). This data is a relative strength and reflects the strategic goal focus (2015-2018) on writing. In reading there are 18% of students showing low gains and 13% showing high gains. Increasing the number of students with medium and high growth in reading is a focus in our strategic plan.

MPPS continues to focus on ensuring all students experience success in their learning and achieve greater than expected growth. Improved student growth outcomes are achieved through ensuring alignment of school practices, and continuing to work collaboratively as a staff and as a PLC to analyse data and use this to plan effective teaching practices. Our highly qualified staff promote high expectations of student achievement, through increased levels of support, enhanced personalised learning, student responsibility for learning and student voice.

Students supported through the Program for Students with Disabilities (PSD) all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans. The Education Support Staff (ESS) worked closely with the class teachers and also meet as a Professional Learning Community with leadership to regularly track student progress and develop and implement improvement strategies. Our ESS are also included in whole staff professional learning on FISO as well as our strategic goals. A clear focus on collective efficacy and responsibility ensures that high outcomes for students is the focus of our work together.

We continue to embed and grow best practice teaching and learning strategies in Literacy and Numeracy. We are committed to a rich, robust and rigorous curriculum that includes Performing and Visual Arts, Physical Education, LOTE, Science and the Technologies. Our teachers work in teams to plan, deliver, assess and review for every child's growth. Continued professional learning through our Professional Learning Community (PLC) work, the learning around our teaching instructional model (GANAG) and alignment with the High Impact Teaching Strategies (HITS) and Practice Principles will support the next stage of work.

## Engagement

Attendance at MPPS in 2019 was around 94-95%, except at Year 6 which was at 91%. The results for 2019 and across the last four years showed attendance higher when compared against similar schools (fewer absences). Long-term absences due to family holidays and trips overseas during the term remain a concern for some families in our school. Our strategy to improve this is to continue to promote the importance of attendance as a significant factor in student learning and engagement.

To engage students at school, we implement a targeted approach to teaching and learning. Teachers track student growth against the curriculum, plan for and deliver lessons based on the cohort and individual student needs. This results in differentiated and targeted curriculum delivery. A continued focus is on developing student learner agency so that students are authentically engaged with their learning, know what their goals are, how they will achieve them, how they will know when they have achieved them and what's next in their learning.

Additional programs are implemented to support student engagement; these include social and life skills groups, chess club and the instrumental music program. We build leadership capacity in students through an active Student Representative Council, Green Team (student environmental group), sport and music leaders and the Better Buddies Program (with Year 5/ 6 and Foundation students). Technologies are integrated across the curriculum with increased access to laptops, desktops and interactive whiteboards to support student learning. There is also the eConnect (1:1 netbook) program in Years 4-6. Continuing to leverage technology to engage students with learning, critical and creative thinking, feedback and problem solving will also help enhance student agency in learning.

Age specific transition programs for students and their parents are provided annually. We continue to support students entering their next year of schooling through four 'move up' transition sessions during term four. All student transitions are supported by teachers and the use of student learning data and individual learning improvement plans for students 12 months above and below the expected level of achievement. For parents, information is utilised through parent transition sessions, information evenings for all year levels and through regular updates on class blogs and in the school newsletter.

## Wellbeing

In 2019 the Attitudes to School survey was implemented for Year 4, 5 & 6 students. Students were asked questions in relation to a range of factors. These included questions about students' safety, social engagement, learner characteristics & disposition, student/ teacher relationships and effective teaching practice for cognitive engagement. Our student data is consistent with similar schools in terms of the Management of Bullying and slightly below similar schools in terms of the Sense of Connectedness factor.

We continue to actively promote student wellbeing to develop students' deep connections to one another, to school and to learning. The annual MPPS Establishment Program revisits and deepens a positive school culture. Teachers facilitate this important program to build a positive environment within the class and across the school; expectations are established, goals are set and resilience strategies reinforced. In 2019 a focus of the school was building student capacity to reflect on, regulate and manage their emotions, build their self-awareness and ability to problem solve as well as develop positive and constructive relationships. Programs implemented to support this included the Rights, Resilience and Respectful Relationships program and Mindfulness Curriculum across the school, and the Martial Arts Therapy (MAT) program at year 5/6.

MPPS has a 'sustaining' eSmart (Cyber Safety) accreditation. This process is aimed at developing student capacity to be smart, safe and responsible users of technology. Whole school events and cross-age activities are explicitly planned to build MPPS as a collaborative learning community. There is a shared commitment to ensure a safe, caring and nurturing environment. All children adhere to the MPPS values which are emphasised with all students across the school. Children, teachers and parents work cooperatively and supportively as a school community.

## Financial performance and position

Overall in 2019 MPPS has continued to provide quality education programs achieving high student outcomes utilising both DET and locally raised funds. Commonwealth grants were accessed through the Sports in Schools program; this included Football, Softball, Cricket, Tennis, Volleyball, Gymnastics, Athletics and Badminton. Professional Development expenditure included the Communities of Practice network focused on 'GANAG/ Classroom Instruction That Works' and improving teacher instruction across all 7 participating schools. The school community raised funds (through holding student and parent activities) for student-based projects with considerable success. MPPS received \$7827 in equity (social disadvantage) funding. These funds contribute to the supplementary reading program which targets the reading outcomes of the students (including Koorie and English as an Additional Language) who are working more than 12 months behind expected.

**For more detailed information regarding our school please visit our website at**  
<http://www.mpp.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

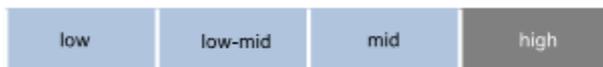
#### Enrolment Profile

A total of 350 students were enrolled at this school in 2019, 176 female and 174 male.

10 percent were EAL (English as an Additional Language) students and 3 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).

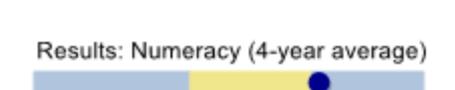
Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></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"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p>Similar </p> <p>Above </p>

## Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar
		 Below	
Achievement	Student Outcomes	Similar School Comparison	
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Similar </p>	
<p><b>NAPLAN Year 5</b></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>Similar </p> <p>Similar </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><b>NAPLAN Learning Gain</b> 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>18%</td> <td>69%</td> <td>13%</td> </tr> <tr> <td>Numeracy</td> <td>27%</td> <td>56%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>49%</td> <td>33%</td> </tr> <tr> <td>Spelling</td> <td>29%</td> <td>51%</td> <td>20%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>24%</td> <td>56%</td> <td>20%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	18%	69%	13%	Numeracy	27%	56%	18%	Writing	18%	49%	33%	Spelling	29%	51%	20%	Grammar and Punctuation	24%	56%	20%	<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><b>Average Number of Student Absence Days</b></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><b>Similar School Comparison</b> 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><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>95 %</td> <td>94 %</td> <td>91 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	95 %	94 %	95 %	94 %	95 %	94 %	91 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
95 %	94 %	95 %	94 %	95 %	94 %	91 %										

### 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: ◆ Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p><b>Below</b> <span style="color: blue; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p><b>Similar</b> <span style="color: lightblue; font-size: 2em;">●</span></p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$2,722,389	High Yield Investment Account	\$139,207
Government Provided DET Grants	\$455,469	Official Account	\$19,075
Government Grants Commonwealth	\$5,300	Other Accounts	\$11,852
Revenue Other	\$71,882	<b>Total Funds Available</b>	<b>\$170,133</b>
Locally Raised Funds	\$390,748		
<b>Total Operating Revenue</b>	<b>\$3,645,788</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$7,827		
<b>Equity Total</b>	<b>\$7,827</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$2,672,859	Operating Reserve	\$136,639
Communication Costs	\$6,796	Other Recurrent Expenditure	\$7,179
Consumables	\$53,891	Funds Received in Advance	\$27,723
Miscellaneous Expense <sup>3</sup>	\$288,080	<b>Total Financial Commitments</b>	<b>\$171,541</b>
Professional Development	\$83,045		
Property and Equipment Services	\$221,623		
Salaries & Allowances <sup>4</sup>	\$196,530		
Trading & Fundraising	\$24,420		
Utilities	\$42,661		
<b>Total Operating Expenditure</b>	<b>\$3,589,904</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>\$55,884</b>		
<b>Asset Acquisitions</b>	<b>\$7,550</b>		

- (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').