2019 Annual Report to The School Community

School Name: Rosehill Secondary College (7275)

- 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 05 May 2020 at 10:04 AM by Arthur Soumalias (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 15 May 2020 at 01:29 PM by Gwenda Griggs (School Council President)

About Our School

School context

Rosehill Secondary College sits on a large, attractive site with views over the Maribyrnong River Valley and is part of the Moonee Valley Network of schools in the South West Region. The college has 100.7 EFT staff, 4 Principal Class, 79.3 teachers and 17.4 Support Staff.

The school is a single campus with Years 7 to 12 divided into a Junior School (Years 7-9) and a Senior School (Years 10-12). The school has 1174 students with an even balance of girls and boys. The values of Respect, Initiative and Learning (RIL) underpin the core work of the college.

Rosehill provides excellent facilities for our VCE students with a designated Year 11 study centre, and a purpose built Year 12 study centre. An EAL and international student collaboration space compliments our International Student Program. As a multicultural community we understand the benefits of globalization and exposing local students to other perspectives and experiences. We enjoy refurbished science and art rooms and a well-resourced library, which is open from 8.15am each morning. A large oval, basketball and tennis courts, cricket nets and the gymnasium provide ample space for students. Significant passive recreational areas are also available throughout the school grounds.

Rosehill Secondary College is a school with a strong academic focus and a history of consistently high academic results. At Years 7 and 8, in addition to core and elective subjects, there are two periods each week of Literacy and Numeracy Enhancement. The Year 10 level is structured as an introductory year to VCE. Rosehill Secondary College has excellent VCE results and is committed to supporting a broad range of careers and further education pathways by also offering the Victorian Certificate of Applied Learning (VCAL) within the Senior School. A Selective Talent and Enrichment Program (STEP), is designed to cater for intellectually and academically capable students and this is further enhanced by our Advanced Mathematics (RAMP) and English Programs (REAP) at Years 7-9. There is a dedicated sporting program, a comprehensive languages program offering Japanese and Italian, supported with international cultural tours and a sister school relationship with a prestigious Shinto Secondary College in Japan. The Performing Arts faculties excel in producing a musical or dance performance every year for the local community, with the Visual Arts department celebrating students' work with a bi-annual art show, which has gone from strength to strength.

In 2019 the socio-economic profile changed to mid from low-mid in 2018. This had some impact on equity funding and is a reflection of the changing nature of our community. Both the parent satisfaction survey and the school staff survey increased significantly with the staff survey results placing us above the middle 60%.

Rosehill enters the second year of its Strategic Plan 2019-2021 with a continued strong emphasis on our Professional Learning Communities. 2019 saw the introduction of significant improvement in the PLC architecture and school organisation to complement this new direction. A significant emphasis was placed on staff and leadership contribution and understanding of the FISO improvement cycle and this was used to drive improvement in staff and community understanding. The Rosehill instructional model is based on "Classroom Instruction that Works" and the related GANAG instructional process.

Student Agency is a major focus which further enhances the strong student leadership program aimed to engage students through more classroom focused agency. Rosehill Secondary College provides a calm environment for students and staff, with a strong emphasis on positive relationships, through a Welfare and Discipline structure that is consistent, successful and underpinned by our School-Wide Positive Behaviours Program.

With a continuous focus on improvement the college implements a range of programs to support student learning outcomes, in addition to a continuous physical maintenance program. It is anticipated that a new STEM Center and oval upgrade will be completed by August 2020.

Framework for Improving Student Outcomes (FISO)

The college commenced its work on the new strategic plan (2019 -2021). In line with the FISO framework, these key priority areas were identified for 2019:

EXCELLENCE IN TEACHING AND LEARNING
•   Curriculum planning and assessment.
KIS
Build teacher capability to utilise data and a range of assessment strategies to differentiate teaching, in order to challenge and ensure progress for every student (CP&A)

•   Building Practice Excellence.
KIS
Build the capability of every teacher to implement a whole school approach to instructional practice within an agreed framework (BPE)

KIS
Develop and implement an agreed approach to the effective teaching of literacy (BPE)

POSITIVE CLIMATE FOR LEARNING
•   Empowering Students and Building School Pride.
KIS
Empower students in their learning through improved student agency (ES&BSP)

KIS
Enhance student engagement in their learning within a differentiated curriculum to stimulate and challenge all students (ES&BSP)

•   Setting expectations and promoting inclusion
KIS
Embed high expectations and aspirations of students, staff and families (SE&PI)

PROFESSIONAL LEADERSHIP
•   Building leadership teams
KIS
Create a leadership framework to support a distributed leadership model (BLT)

KIS
Build team leaders' capability to lead and implement change (BLT)

To support this work, leading teachers and specialist teachers were appointed for the commencement of 2019. This complemented the school leadership and a new SIT was developed. This team was instrumental in achieving a cohesive and consistent approach to how our PLC teams worked and aligned our leadership structure to support the PLC teams and their core purpose. Through a new distributed leadership model staff PDP plans were also better aligned. Significant positive gains in the School Staff Survey and gains in the ATOS and Parent Survey further supported this re-organisation.This impact was further evidenced with improved PIVOT data, indicating a positive change in teacher practice and student learning outcomes.

The successful implementation of the PLC structure, with a major focus in re-teaching staff the FISO improvement cycle, led to improved cohesion and collaboration across key learning areas. This was the catalyst for providing fine grain understanding and discussion of the children's learning in each classroom, by getting to know the faces of the data. The experimentation with data walls at a secondary level was very promising.

Achievement

Positive exit destination results continue to be a very strong aspect of the care and dedication we deliver for our students and the community. In 2019, 97% of the students who completed Year 12 were in a positive destination as of March 2020, defined as further education (such as University or TAFE), employed or completing an apprenticeship or traineeship. Ranked number 1 relative to the similar schools group, Rosehill's result is well above the results for secondary schools with similar characteristics. In addition, 98% of our Year 12 cohort achieved a VCE completion. Essentially, every child who commenced Year 12 at Rosehill achieves a positive exit pathway. The 2019 VCE mean study score placed us in the above category for the similar school comparison.

The percentage of students in the top 2 NAPLAN bands for numeracy at year 9 was equal to the state and above similar school groups at 22%. The performance summary comparison of the top 3 bands placed us as similar to comparative schools but our 4 year average indicates a very positive trend during this time.
The percentage of students in the top 2 NAPLAN bands for reading increased to 19% up from 2018 and had us above the similar school comparison. This is in contrast to the performance summary which looks at the top 3 bands. This placed us below the similar school groups, whereas our 4 year average indicates a positive trend. We continue to focus explicitly on these areas to further improve student gains in reading and numeracy with an audit of both our 7-9 Mathematics and Numeracy program and our 7-9 Literacy and English program. A compulsory reading element was introduced for the beginning of 2020 for students in Year 7-9 and a realignment of the numeracy program developed.

Rosehill had 11 PSD (Program for Students with Disabilities) funded students in 2019 under the following Disability categories: two students for Intellectual Disability, three for Autism Spectrum Disorder, three for Severe Behaviour Disorder, one for physical disability and one for Hearing Impaired. With classroom and individual support, most students met the goals specified in their Individual Learning Plans.
Eight of the students progressed well in achieving their individual goals. Three students achieved partial success due to a high level of absenteeism. In each case low levels of attendance were enabled by family dysfunction which was so entrenched that, in spite of extensive support from the College Student Management Team and other agencies, attendance did not improve. Nevertheless, two of these students progressed into College studies in 2020, whilst a TAFE pathway was facilitated by the Careers Team for the one student in Year 12.

Engagement

Student retention data continues to be a positive for Rosehill as indicated by the Performance Summary and 4 year trend. Placed above the state middle band (60%) and 12% above the state median for 7-12 retention. This suggests that our student population is very stable and that students stay with us for the duration of their schooling; high Parent Satisfaction survey data is indicative of this at 88% this is 7% higher than the state average. Our exit destination data is extremely positive.

Sense of contentedness on the ATOS survey increased significantly in 2019 to 53% positive response. This is now above the local network average and on par with the similar school comparison.

Student attendance is rigorously monitored at RSC primarily through electronic roll-marking on Compass. Coordinators and the College Attendance Officer monitor student attendance and investigate any anomalies or concerns. Parents are required to approve absences either through Compass or via a dedicated attendance phone line. Students with particular attendance issues are placed on an 'alert' where unusual absences are immediately followed-up. Students with problematic attendance are supported by interventions from the Student Management Team; in the first instance their Coordinators, the Student Welfare Coordinator or the College Psychologist. Where necessary, students are referred to other programs such as Navigator, or external services to address their issues. Flexible attendance options are provided for students with significant health or welfare problems. Compared to secondary schools with similar characteristics, the average number of absence days for students at Rosehill is positive with less absences per student than like schools, the state median and local network schools. In 2019 all student cohorts had an average attendance rate of 91% or above, with the exception of Year 9 whose average was 89%. The attendance disparity between equity funded students and non-equity funded students is at 5% across the cohort. This compares very favorably to similar schools with a 10% difference, local network schools at 14% and the state average of 13%. This data suggests that at Rosehill Secondary College we are clearly closing the engagement gap for students with disadvantage status.

Wellbeing

The Student Attitude to School Survey reveals that Rosehill falls within the middle 60% of state schools with an increasing trend since 2017. A sense of contentedness increased by 6% in 2019 placing the college on par with similar schools and higher than schools within the local network. Management of bullying data also increased significantly in 2019 placing us on par with local network schools and slightly below similar schools and the state average. The school has a strong and visible teacher presence in the yard and a comprehensive welfare program supported by an SWC, school psychologist and lead by an Assistant Principal. The School Wide Positive Behaviours Program has continued to provide real benefits for students. We are committed to further improving this data with a greater focus on student voice and student agency. Staff from the leadership are participating in a comprehensive professional development program delivered by Russ Quaglia, an international Student Engagement expert with a focus on student voice and agency. The benefits of this program should be seen in the years to come. In addition, the College has committed to becoming a Partner School in the Respectful Relationships Program which will dovetail with Positive Behaviours. We maintain extensive links with other providers such as Schools Focused Youth and Valley Youth who run supportive programs with individuals and groups of students.

In 2019 we continued our work with a peer teaching program and continued the PIVOT survey across all classes to seek increased student feedback. The PIVOT results maintained a positive trend with increases across all 5 AITSL teacher standards. A distributed leadership focus and the re-organisation of the school architecture delivered a significantly improvement in staff satisfaction data to an overall result of 67%. This is 13% above state data, 14% higher than similar schools and 7% above the local network.

Financial performance and position

The College completed 2019 with a surplus. However, the SRP credit component was in deficit due to a considerable amount of funding provided for a number of initiatives addressing FISO and the Annual Implementation Plan priorities relating to improved student learning outcomes and student wellbeing with significant Equity funding used to support these major areas. Through sound financial management under the auspices of School Council, the College has been able to commit funds from recurrent revenue to support the $4.5m DET funding for the construction of its new STEM Centre to be completed in 2020. The College's now established International Student Program has continued to grow with an increase in funding received as evidenced in Government Provided Funds. The program is now financially self-sufficient which is used to support the employment of its staff, its welfare program and promotion of the program. A change in the ISP homestay policy has seen a decrease in homestay revenue. The College's successful overseas camps program saw an increase in Locally Raised Funds and Miscellaneous Expenses due to its NASA trip in early 2019. All financial processes were performed, and record-keeping maintained in accordance with the Department of Education and Training (DET) requirements, and regularly reviewed by School Council.

For more detailed information regarding our school please visit our website at
http://www.rosehillsc.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 Secondary Schools:
Results for this school: ● Median of all Victorian Government Secondary Schools: ◆

School Profile

Enrolment Profile

A total of 1174 students were enrolled at this school in 2019, 548 female and 626 male.

26 percent were EAL (English as an Additional Language) students and 1 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.

| low | low-mid | mid | high |

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

| Key:	Range of results for the middle 60% of Victorian Government Secondary Schools: ▉ Results for this school: ● Median of all Victorian Government Secondary Schools: ◆	Key:	Similar School Comparison ● Above ● Similar ● Below

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

Performance Summary

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

Key: Similar School Comparison
🔵 Above 🔵 Similar 🔵 Below

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Year 7 The percentage of students in the top 3 bands of testing in NAPLAN at Year 7. Year 7 assessments are reported on a scale from Bands 4 - 9.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.
NAPLAN Year 9 The percentage of students in the top 3 bands of testing in NAPLAN at Year 9. Year 9 assessments are reported on a scale from Bands 5 - 10.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	**Below** 🔵 **Similar** 🔵
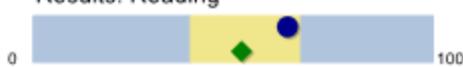
Performance Summary

Achievement	Student Outcomes	Similar School Comparison
NAPLAN Learning Gain Year 5 - Year 7 Learning gain of students from Year 5 to Year 7 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two year prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 28 % Low / 43 % Medium / 29 % High **Numeracy** 34 % Low / 45 % Medium / 21 % High **Writing** 28 % Low / 49 % Medium / 23 % High **Spelling** 26 % Low / 48 % Medium / 26 % High **Grammar and Punctuation** 32 % Low / 49 % Medium / 19 % High	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. Low 25% / Medium 50% / High 25% Statewide Distribution of Learning Gain (all domains)
NAPLAN Learning Gain Year 7 - Year 9 Learning gain of students from Year 7 to Year 9 in the following domains: Reading, Numeracy, Writing, Spelling & Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 35 % Low / 51 % Medium / 14 % High **Numeracy** 28 % Low / 47 % Medium / 25 % High **Writing** 36 % Low / 47 % Medium / 17 % High **Spelling** 38 % Low / 44 % Medium / 18 % High **Grammar and Punctuation** 25 % Low / 53 % Medium / 22 % High	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. Low 25% / Medium 50% / High 25% Statewide Distribution of Learning Gain (all domains)
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.	Results: 2019 0 — 50 Results: 2016 - 2019 (4-year average) 0 — 50	Above ●
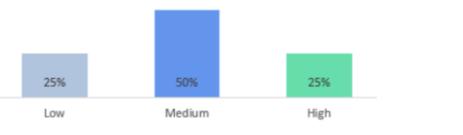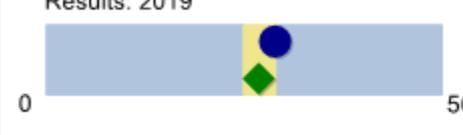
Students in 2019 who satisfactorily completed their VCE: 98%
Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: 6%
VET units of competence satisfactorily completed in 2019: 91%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: 89%

Performance Summary

Engagement	Student Outcomes	Similar School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **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.	Results: 2019 0 ——————— 50 Few absences <------> Many absences Results: 2016 - 2019 (4-year average) 0 ——————— 50 Few absences <------> Many absences	Above ●
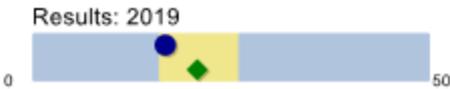
Average 2019 attendance rate by year level:	Yr7	Yr8	Yr9	Yr10	Yr11	Yr12	Similar school comparison not available
	92 %	91 %	89 %	92 %	91 %	92 %	

Student Retention Percentage of Year 7 students who remain at the school through to Year 10.	Results: 2019 0 ——————— 100 Results: 2016 - 2019 (4-year average) 0 ——————— 100	Similar ●
Exit Destinations Percentage of students from Years 10 to 12 going on to further studies or full-time employment. Note: This measure uses data from the previous year. Data excludes exit destinations recorded as 'Unknown'.	Results: 2019 0 ——————— 100 Results: 2016 - 2019 (4-year average) 0 ——————— 100	Above ●
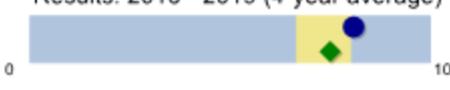
Performance Summary

Wellbeing	Student Outcomes	Similar School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 Results: 2017 - 2019 (3-year average)	Similar
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2019 Results: 2017 - 2019 (3-year average)	Below
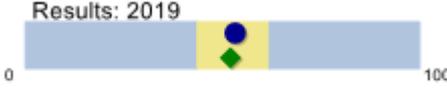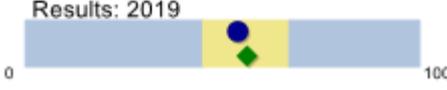
Financial Performance and Position

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	$10,201,039	High Yield Investment Account	$4,198,191
Government Provided DET Grants	$1,967,137	Official Account	$14,995
Government Grants Commonwealth	$23,068	Other Accounts	$52,217
Government Grants State	$9,725	**Total Funds Available**	**$4,265,403**
Revenue Other	$72,704		
Locally Raised Funds	$1,030,860		
Total Operating Revenue	**$13,304,533**		

Equity[1]			
Equity (Social Disadvantage)	$397,060		
Equity (Catch Up)	$48,574		
Equity Total	**$445,633**		

Expenditure		**Financial Commitments**	
Student Resource Package[2]	$10,941,843	Operating Reserve	$305,160
Books & Publications	$17,169	Funds Received in Advance	$61,397
Communication Costs	$24,747	School Based Programs	$753,604
Consumables	$321,722	Repayable to the Department	$1,405,054
Miscellaneous Expense[3]	$869,291	Asset/Equipment Replacement < 12 months	$65,859
Professional Development	$47,543	Capital - Buildings/Grounds < 12 months	$750,000
Property and Equipment Services	$255,786	Maintenance - Buildings/Grounds < 12 months	$299,331
Salaries & Allowances[4]	$251,405	Asset/Equipment Replacement > 12 months	$50,000
Trading & Fundraising	$32,618	Maintenance - Buildings/Grounds > 12 months	$575,000
Travel & Subsistence	$14,733	**Total Financial Commitments**	**$4,265,403**
Utilities	$103,617		

Total Operating Expenditure	**$12,880,474**
Net Operating Surplus/-Deficit	**$424,059**
Asset Acquisitions	**$35,330**

(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 20 March 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).
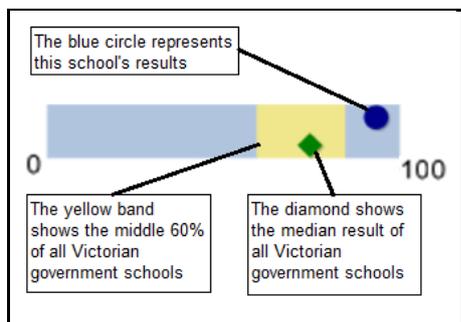
What does *School Comparison* refer to?

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.
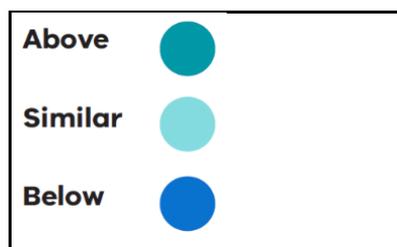
What does '*Data not available*' or *'ND'* mean?

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').