

2018 Annual Report to The School Community



School Name: Kismet Park Primary School (5180)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 18 April 2019 at 03:24 PM by Glenn McConnell
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 29 April 2019 at 10:07 AM by Glenn Campbell
(School Council President)

About Our School

School context

Established in 1980, Kismet Park Primary School is located in Sunbury, approximately 40 kilometres north-west of Melbourne. Situated among well established and developing residential areas, a total of 485 students were enrolled at the school in 2018, 2 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander. The school continues to support students through the Program for Students with Disabilities with 14 students on the program in 2018.

Our school's vision is to provide a comprehensive program that supports and develops each student's academic, emotional, physical, social and cultural needs in a positive, calm and supportive environment. Learning in Literacy and Numeracy is prioritised so that each child has every opportunity to achieve their greatest potential in a culture of high expectations for all learners. Dedicated, caring staff work together to 'Build the Foundations for Success and Happiness'.

In 2018 staffing consisted of 2 Principal Class Officers, 26.1 Teachers, 9.5 Education Support Staff and 0.4EFT Chaplain. A Learning Specialist worked full time out of the classroom to support teachers in the implementation and review of our teaching and learning programs to ensure best practice.

In 2018 we offered specialist programs in Japanese, The Visual Arts, Performing Arts and Physical Education. Our Performing Arts program continues to nurture student skills and interests in Dance, Drama and Music. This is complemented by Visual Arts sessions that encourage creativity, inventiveness and imagination. Our 2018 whole school production of Mary Poppins Jr provided opportunities for all of our students to shine on stage. Through Physical Education we encourage an active, healthy lifestyle through involvement in a wide range of physical activity. Our Japanese language program promotes an understanding of how languages work while teaching students about other cultures.

Generalist teaching areas consist of flexible learning spaces including classrooms clustered around internal learning galleries. A mix of straight and composite classes were taught across the school. The use of Digital devices in classrooms offer a variety of virtual learning experiences, assessment tools and online resources for teaching and learning. A 1:1 iPad program operates in Years 5 and 6. Netbooks are available to students in years 3 and 4 while sets of iPads in Prep to Year 2 allow students to develop digital skills, literacy and knowledge beyond the normal reach of the classroom. An Interactive whiteboard or LCD screen is available for teaching in all classrooms. Playgrounds include passive and active areas that encourage social interaction. Student behaviour and wellbeing had been identified as one of the school's priorities. In 2018 the school established an Action Team to implement School Wide Positive Behaviour Support. This program, combined with the 'You Can Do It!' program, underpins our work in fostering the social and emotional development of our students. We aim to enhance wellbeing, increase achievement and build resilience.

We value the strong sense of community that exists between staff, students and their families. A dedicated School Council and Parent Teachers Association enthusiastically support school programs and provide opportunities to strengthen community engagement. Student Leadership roles including School Captains, Junior School Council and House Captains provide opportunities for students to have voice in school decision making processes. Regular assemblies bring the school together to acknowledge and celebrate success. Social skills activities and the Buddies Program promote connectedness with the school and each other.

A Chaplain, funded through the National School Chaplaincy Program and Equity funding worked collaboratively with the student welfare coordinator and leadership team to promote a sense of wellbeing through preventative and early intervention strategies that included individual and group counselling sessions. The school employed a speech pathologist for one day per fortnight to work with identified students while providing staff and families with strategies that support their progress. Students who were identified as at risk for reading were supported by targeted Literacy Intervention.

Framework for Improving Student Outcomes (FISO)

Our school's culture of continuous improvement is supported by collaboration of all staff and collective responsibility for the development of consistent teaching practices to improve student achievement.

The school set clear goals and targets that support agreed Framework for Improving Student Outcomes (FISO) priorities in our 2018 AIP. Staff professional learning aligned with the FISO improvement strategies. The school's main goal was to develop a consistent whole school pedagogy that enriches the learning environment to challenge and extend outcomes for all students. Student needs were at the centre of curriculum planning and delivery. Staff began working on a documented whole school curriculum plan for teaching the mandated Victorian Curriculum.

The school has a well understood focus on achieving consistency of practice through the implementation of agreed teaching and learning protocols. This is supported through the development of consistent planning documentation and professional learning which includes formal and informal opportunities for classroom observations along with sharing of practice. Documentation of our protocols is well on the way to being completed in 2019. Professional Learning Teams plan and share knowledge through scheduled weekly planning time, reflecting on the effectiveness of our practices through data discussions and issues directly related to classroom implementation. These reflections have informed revisions to our Writing Model, Spelling program and the planning of Mathematics. Learning Walk protocols are established, with walks focussing on classroom environments (CAFE, Word Walls, Maths Wall and resources) and the classroom implementation of agreed classroom practices (Levelled Literacy Intervention, Mathematics Lesson Structure). Staff PDP goals were aligned with the classroom implementation of school teaching and learning protocols (LLI, MAPPEN) and improvement initiatives in Spelling. MAPPEN was introduced to improve the rigour and consistency of our Inquiry Learning program to ensure coverage of the Victorian Curriculum. Online Professional Learning Modules in MAPPEN were undertaken by staff. Revision of the meeting schedule in 2018 provided Professional Learning Teams with regular 'collaboration time' focused on the use of student data. The online 'Essential Assessment in Mathematics' was used to track student learning through pre and post testing at some year levels. Sharing of staff knowledge focussed on Professional Learning Teams using this data to inform planning in Mathematics.

Achievement

Teacher assessed learning at Kismet Park PS is similar to that of schools with alike student backgrounds and characteristics, with 88.9% of students from Foundation to Year Six working at or above age expected standards in English and Mathematics.

NAPLAN results in Reading at both years 3 and 5 were lower than achieved in previous year and below that of similar schools. Year 3 results in Mathematics showed a slight improvement from previous years although lower than that of alike schools. Achievement in Year 5 Mathematics remained similar to that of the past four years, reflecting levels of achievement at of similar schools. Student learning growth as measured between Year 3 and 5 showed at least 73% of students with medium to strong growth in Writing and Spelling which reflected our focus in this area. We are striving to raise the level of learning growth in all areas.

Throughout 2018 staff worked with our 'Teaching Partners' to develop whole school approach to writing that included planning documents based on the Victorian Curriculum and Fountas and Pinnel Writing Continuum. Professional Learning, modelling and sharing of classroom practice built teacher capacity to deliver an agreed whole school instructional model that includes the 'Writers Notebook'. Our Maths Action Team continued their work with the Sunbury Network Mathematics 'Community of Practice', with a focus on implementing a scope of sequence of learning, reviewing our lesson structure and strengthening classroom practices. Scaffolding Numeracy in The Middle Years (SNMY) resources were used in Years 5 and 6 to help scaffold learning and develop multiplicative thinking. SNMY data has identified areas for improvement in 2019.

The introduction of two Learning Specialists and the recruitment of additional Maths expertise will drive school improvement initiatives in 2019. This will be supported by our participation in Professional Learning Communities (PLC) training during semester two. PLC's drive improvement through recurring cycles of diagnosing student

learning needs, and planning, implementing and evaluating teaching responses to them. Kismet Park has also entered into a school Improvement Partnership with Killara Primary School where the focus will be on further building instructional and assessment practices in writing.

Engagement

Engaging students in their learning continues to be a priority at Kismet Park. Through the introduction of School Wide Positive Behaviours there has been a focus on ensuring our school values are well defined and that our students know what is expected of them in every learning space across the school. Extension learning opportunities such as International Competitions in English and Mathematics, local Spelling Bees and Public Speaking competitions in addition to our whole school performance of Mary Poppins Junior and sporting events provided a range of opportunities for students to shine.

Through their Year 4-6 Attitudes to School Survey responses 94% of students indicated their teachers expected them to do their best, although only 77% expressed confidence in their learning. The introduction of the Professional Learning approach in 2019 will focus on teacher collaboration to build effective teaching strategies and the use of student data to inform targeted teaching and ensure maximum growth in learning. The use of student learning goals and the role students play in tracking their own learning will be revisited during 2019.

The introduction of the class communication platform 'SeeSaw' along with 'COMPASS' has strengthened communication between school and home. SeeSaw provided families with important information about classroom activities, with photos and messages providing descriptions of classroom based student learning. We will continue to build staff capacity in the use of these communication tools during 2019. A revised report format was introduced in December to provide parents with a clear picture of the skills and understandings expected of students at each level of the school.

Overall attendance has shown little variation over the past few years. The average number of absence days for 2018 was 15.8% which is similar to like schools and just above the state median of 15.1%. Attitudes to School Survey responses show 89% of students from years 4 to 6 always try to attend school while 97% of students responded that their parents believe going to school is important. We continued to promote the importance of minimising absences while monitoring absences and communicated with families when concerns arose.

Wellbeing

The introduction of 'School Wide Positive Behaviour Support' processes continued, with the development of behaviour matrices to support consistency and clarity of expectations. Our positive rewards system based on 'Yatta Cards' was introduced. Our School Wide Positive Behaviour Action team involved students in designing the "Yatta" cards and working with staff to open a "Yatta" shop which rewarded positive behaviour. Teachers have been proactive in handing out "Yatta" cards when seeing positive behaviour. Students were actively involved in creating the behaviour video demonstrations. House Captains presented regularly at school assemblies. Our school values are visible in all classrooms and students are able to articulate and define the school values. Student responses to the 'Year 4-6 Attitudes to School Survey' were similar to those of students in school with similar characteristics in regards to 'Sense of Connectedness' and 'Management of Bullying.'

At the end of each year our 'Are You Ready?' transition program prepares students for the following year. A revised whole school start up program will be introduced in 2019 to further help students settle into their new year of learning. We have actively promoted a positive and inclusive environment which provides extensive support to students and families. Our Chaplain, employed through the National Schools Chaplaincy Program provided counselling, social skills support and assisted families in need. Staff promoted student voice and agency to ensure students had autonomy and responsibility for their own learning. Students were empowered through a range of leadership opportunities.

Financial performance and position

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. Program Budgets are reviewed annually by School Council to ensure that financial resources support the implementation of Key Improvement Strategies. Close monitoring of expenditure ensures resources are allocated to areas of need identified during annual reviews of our performance. During 2018 funds were targeted towards building the capacity of staff to improve student outcomes, with a particular focus on the teaching of writing. Equity funding supported weekly collaborative planning time for Year Level Professional Learning Teams, allowed teachers to share their classroom practices to promote consistency and employed Education Support Officers to deliver targeted intervention based on the Fountas and Pinnel Levelled Literacy Intervention program. National School Chaplaincy Programme (NSCP) funding along with school funds supported the employment of a Chaplain. An enthusiastic Parent Teacher Association undertook a range of fundraising activities that support school initiatives. (Funds identified as locally raised also include parent payments for camps and excursions). Budgets reflect the need to ensure we maintain an appropriate level in our cash reserves while continuing to support the implementation of school programs and improvements to facilities. The school contributed funds towards the completion of a capital works and maintenance project which delivered a modern, flexible Performing Arts Space.

For more detailed information regarding our school please visit our website at
<http://www.kismetparkps.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 485 students were enrolled at this school in 2018, 245 female and 240 male.

2 percent were EAL (English as an Additional Language) students and 2 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

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

Achievement	Student Outcomes	School Comparison
<p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p>Results: English</p>  <p>Results: Mathematics</p> 	<p> 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:

Achievement	Student Outcomes	School Comparison
<p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</p> <p> Lower</p> <p> Similar</p>
<p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p> <p>Results: Reading (4-year average)</p> <p>Results: Numeracy</p> <p>Results: Numeracy (4-year average)</p>	<p> Lower</p> <p> Similar</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: ◆

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1"> <caption>NAPLAN Learning Gain Results</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>39%</td> <td>47%</td> <td>13%</td> </tr> <tr> <td>Numeracy</td> <td>34%</td> <td>54%</td> <td>12%</td> </tr> <tr> <td>Writing</td> <td>26%</td> <td>55%</td> <td>19%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>49%</td> <td>23%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>35%</td> <td>47%</td> <td>18%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	39%	47%	13%	Numeracy	34%	54%	12%	Writing	26%	55%	19%	Spelling	27%	49%	23%	Grammar and Punctuation	35%	47%	18%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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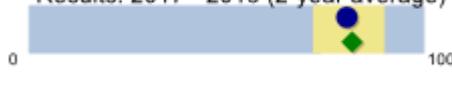
Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <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>93 %</td> <td>92 %</td> <td>92 %</td> <td>92 %</td> <td>93 %</td> <td>91 %</td> <td>92 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	93 %	92 %	92 %	92 %	93 %	91 %	92 %	<p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p>	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
93 %	92 %	92 %	92 %	93 %	91 %	92 %										

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:

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</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, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$3,417,037	High Yield Investment Account	\$83,311
Government Provided DET Grants	\$644,231	Official Account	\$26,747
Government Grants Commonwealth	\$3,783	Other Accounts	\$15,649
Revenue Other	\$37,508	Total Funds Available	\$125,707
Locally Raised Funds	\$282,693		
Total Operating Revenue	\$4,385,251		
Equity¹			
Equity (Social Disadvantage)	\$43,875		
Equity Total	\$43,875		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,328,413	Operating Reserve	\$125,707
Books & Publications	\$570	Other Recurrent Expenditure	\$2,004
Communication Costs	\$4,391	Total Financial Commitments	\$127,711
Consumables	\$88,300		
Miscellaneous Expense ³	\$438,127		
Professional Development	\$34,248		
Property and Equipment Services	\$347,051		
Salaries & Allowances ⁴	\$72,164		
Trading & Fundraising	\$71,541		
Utilities	\$44,623		
Total Operating Expenditure	\$4,429,428		
Net Operating Surplus/-Deficit	(\$44,177)		
Asset Acquisitions	\$7,912		

- (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 15 March 2019 and are subject to change during the reconciliation process.
- (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement

- student attendance and engagement at school
- 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).

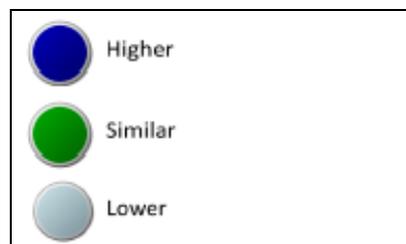


What does *School Comparison* refer to?

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 academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

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').