

# 2018 Annual Report to The School Community



School Name: Loch Primary School (2912)



- 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 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 30 April 2019 at 10:51 AM by Tracey King  
(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 01 May 2019 at 12:23 PM by Wil Jelbart (School  
Council President)

## About Our School

### School context

Loch Primary School is a small rural school which aims to provide high quality learning programs and a wide variety of rich and engaging learning opportunities for its 120 students. Located 110 kilometres from Melbourne and set in the rolling hills of South Gippsland, Loch Primary School has beautiful grounds with modern facilities and a team of highly skilled and dedicated teachers and staff. The learning centre was built in 2011 and provides a modern setting for our Early Years classrooms including teaching spaces and a communal multipurpose space. Our Junior classes are located in new Mod 5 Portables with gorgeous views overlooking the countryside and neighbouring dairy farm and the Senior class in a separate portable building. Small group and learning support classes operate from a newly developed space in the original weatherboard school house along with Music and Performing Arts and Resource Centre. An Arts classroom for Visual arts is also available with a large oval and undercover shed and playgrounds with natural environments and a secret garden. These facilities provide our students with a rich learning environment.

Teachers provide explicit instruction in Literacy and Mathematics and follow an agreed upon instructional model. Early Intervention is provided for students who require support and an extension QUEST program is offered to challenge and extend gifted and talented students in specific curriculum areas. An integrated curriculum is enhanced through the use of ICT, providing students with a breadth of skills and knowledge. Students in Prep, Year One and Year Two participate in investigations and hands on developmental play, encouraging students to develop independent thinking, questioning and curiosity, with students being given the opportunity to work with support or challenge as needed. Year 3 - 6 classes implement integrated units of inquiry which culminate in students taking action in our community and applying their new knowledge and skills in a practical and meaningful way. In 2018, students participated in the following specialist classes: Digital Technologies, Environmental Science, Physical Education, Visual Art, Music and Performing Arts, French. Team teaching occurs at all levels and allows for flexible student groupings based on academic and social need and student interest.

Loch Primary School implements "Play is the Way", as its Behaviour Education program and continues to reap the benefits of students who take responsibility for their actions and show greater resilience and confidence. Students participate in weekly lessons and active games to develop their understandings and abilities in using the liferafts: Treat Others as You Would Like to be Treated, It Takes Great Strength to be Sensible, Be Brave Participate to Progress, Have Reasons for the Things You Say and Do, Pursue Your Personal Best No Matter Who You Work With, Be the Master Not the Victim of Your Feelings. In 2018 Loch Primary School was a partner school with Inverloch Primary School in the Rights Relationships and Respectful Relationships Initiative. Teachers participate in workshops and training and implemented curriculum as a component of their health lessons.

Our school has a tradition of successfully preparing students for secondary school and future endeavours. This includes comprehensive transition programs for Kindergarten to Prep and Year Six to Secondary School. These programs include many opportunities to visit and share information to ensure a smooth commencement at each level. We are proud of our record that demonstrates our students achieve high levels of success in their learning. This continues to secondary school where exit students impress with their confidence, leadership, work ethic, academic success and organisation.

Students have access to extra curricular activities with a successful Sporting Schools program, camping programs at all year levels, MARC mobile library, extensive sporting options and exceptional visual arts and music program along with instrumental music lessons. After school activities are also offered providing further opportunities in sports, arts and music.

Strong parent involvement on School Council, an active Parent and Friends' association and regular family participation in all aspects of school life contribute to the success of Loch Primary School.

In 2018, the school had equivalent full time teaching staff: 1 principal class, 7.0 teachers, 1 part time business manager and 1 part time administration officer and 5 part time education support staff. Our school is large enough to offer a range of opportunities whilst small enough to be highly personalised with strong relationships with students and families ensuring they feel connected and belong to our community.

Dream Achieve Succeed

Every child known, safe, inspired, challenged and empowered.

Our vision is to develop young people with active and creative minds, a sense of understanding and compassion for others and the courage to act on their beliefs. We create a challenging learning environment which develops students who are resilient, adaptable, equipped with skills, knowledge and dispositions to be life long learners who become personally fulfilled and socially responsible members of their communities. Our staff inspire, engage and nurture our students through a dynamic curriculum that supports the academic, social and emotional wellbeing of each child. Our parents are partners in creating a thriving learning community.

Our School Values are:

Be Your Best

Be Creative

Be Curious

Be Resilient

Be Responsible

Be Respectful

### Framework for Improving Student Outcomes (FISO)

During 2018, Loch Primary School focused on the following FISO improvement initiatives:

- 1) Curriculum Planning
- 2) Building Practice Excellence
- 3) Empowering Students and Building School Pride

In 2018, teachers were engaged in investigating High Impact Teaching Strategies (HITS) and in particular Explicit Instruction was researched and focussed upon. Teachers participated in professional development and training and began implementing an instructional model with explicit and direct instruction at its core. Links with other schools with a similar focus resulted in a Explicit Instruction Community of Practice forming and evidence based professional development being offered to schools in South Gippsland.

A new data collection system was implemented and teachers consistently collected student learning data using the school wide assessment schedule and were able to analyse this data and track student progress. Real time learning tasks continued to be refined and provided via COMPASS platform. Student Led Conferences and Learning Portfolios were used as strategies to increase student voice and provide meaningful opportunities for feedback, self assessment and peer assessment. There was a continued focus on writing and teacher participated in workshops and writing moderation with teachers in a Community of Practice to build their capacity. Two staff were nominated to participate in the Primary Maths Initiative and were involved in significant professional development and review of the mathematics curriculum. Loch Primary School also was involved in the Rights Resilience and Respectful Relationship initiative and began the process of implementing new curriculum and training staff. The coaching program continued in 2018 with a focus on Explicit Instruction, Curriculum documentation and assessment.

Lorikeet Learning Support Programs were further formalised with the employment of a specialised intervention teacher joining the teaching team and literacy screening across the school occurring. A Speech Therapy Assistance program was also offered for identified students and support provided by the SSSO Speech Therapist.

### Achievement

In 2018, professional learning focused on Explicit Instruction, Synthetic Systematic Phonics and Learning Difficulties with all staff involved in training with Dr Lorraine Hammond and completing MSL (Multi Sensory Systematic Literacy) training. All staff participated in the Learning Difficulties including Dyslexia trainings which confirmed the school's research and focus on Explicit Instruction and Synthetic Systematic Phonics. Loch was invited to participate in the Learning Difficulties Toolkit Pilot and two staff were involved in trialling both literacy and numeracy assessments.

Our students continue to perform strongly in all areas of the curriculum however a small cohort of 9 students at Year 5 in 2018 have resulted in invalid data sets. Learning gain in NAPLAN from Year 3 to Year 5 has shown steady increases in medium to high growth for the majority of students. A large percentage of students across all year levels have significant learning difficulties in particular dyslexia, ASD, ADHD. These students continue to make steady gains in their learning with support, individualised learning plans and intervention programs.

### Engagement

The Loch Primary School is a vibrant and engaged learning community. With many opportunities for parents to be involved in school activities and their children's education, parent support and engagement is high. Students are provided many opportunities to engage in their learning, develop their leadership skills and contribute to the life of Loch Primary School. Students are involved in Peer Mediation, a Buddy Program and Cooperative Learning groups all of which operate Prep to Year Six. Whole school events such as Swimming and Athletics Carnivals, Arts Showcases and Musical along with special events and celebration days provide opportunities for Year Five and Year Six students to support their younger buddies, further develop their leadership skills, increase their ability to demonstrate compassion and kindness and develop organisational skills.

There is a formal Student Leadership program with captains elected into roles of School Captains, Sports Captains, Arts Captains, Resource Centre Captains and Enviro Science Captains. These roles provide formal opportunities for student voice and involvement in the decision making of the school with students forming a Student Representative Council which meets fortnightly.

Our students are given several opportunities to reflect on their feelings and attitudes about schooling through focus groups, attitudes to school survey, Student Representative Council as well as informal feedback during class times.

Attendance continues to remain a concern for a small number of students who have very high absence rates due to family concerns and for families regularly take extended holidays during term. Loch Primary School includes reminders in the school newsletter, on COMPASS and social media. Staff regularly contact families and arrange meetings offering support, referrals and encouragement for students to attend school consistently.

### Wellbeing

Students at Loch Primary School are able to access a range of supports. The Department of Education provides psychologist, social workers and speech therapists who work with students and their families on a needs basis. Our students also benefit from a School Chaplain who works with small groups and individual students and their families on a needs basis to develop resiliency, confidence and skills.

During 2018, "Play is the Way" continued to be implemented and the 3R's (Restorative Practices) were introduced. Wilson and Julie McCaskill provided a parent PITW session and mentoring for teachers. The program promotes school engagement, inclusivity and resilience. All teachers and education support staff were trained and completed professional development. Each morning staff facilitate student games and activities based on the Play is the Way philosophy. Loch Primary School staff participated in a range of Professional Learnings as a partner school involved in the Rights, Resilience and Respectful Relationships Initiative. Teachers included weekly health sessions which incorporated specific lessons from this initiative.

Student opinion is positive with the vast majority of students happy to come to school: they are confident and feel safe and connected to school.

Our school provides many opportunities for students to participate in extra curricular activities throughout the year; all year levels participate in school camps and whole school events such as Athletics Day and Swimming Program Carnival, Family Fun Night, Arts Showcase and Performance Evenings. After school activities provide a range of opportunities for further engagement in activities such as sports, arts, music, games, cooking and science. A varied lunchtime program is available providing art club, sports club, games club and book worms for students of all year levels. A variety of academic, sporting and artistic pursuits are offered and excellence is recognised through local and state level competitions.

### **Financial performance and position**

Each year Loch Primary School aims to expend all revenue received to support students and their learning environment. In 2018, an increase in enrolments enabled the higher levels of government funding, along with Equity Funding, to be used to continue small group literacy support programs and an increase in Educational Support staff hours. Two staff were nominated to participate in the Primary Maths Initiative which provided further funds to release these teachers from classroom teaching responsibilities 0.5 EFT to take on the role of Mathematics Coach. In addition, Loch Primary School received funding for a School Chaplain 1.5 days per week. A surplus from 2017, enabled teachers to participate in Play is the Way and MSL professional development and school visits and provided funding for time release for teachers to develop curriculum documentation and review assessment practices and participate in coaching and peer observations. Our Parents & Friends Association successfully raised significant funds which contributed to our Visual Arts Program, Literacy and Music Resources. Considerable funds were allocated to the replacement of the front garden path which was deemed an Occupational Health & Safety risk. Turnover of admin staff resulted in using cash money to fund casual replacements for a period of time and this resulted in a surplus in the credit budget at the end of the year.

**For more detailed information regarding our school please visit our website at**  
[www.lochps.vic.edu.au](http://www.lochps.vic.edu.au)

# Performance Summary

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

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

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

## SCHOOL PROFILE

**Key:** *“Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian Government primary school type.*

### Enrolment Profile

A total of 123 students were enrolled at this school in 2018, 58 female and 65 male.

0 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education.

Possible socio-economic band values are: Low, Low-Medium, Medium and High.

This school's socio-economic band value is: Medium

### Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	86.1	85.1	78.3	91.6

### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

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

School Climate	School	State Median	Middle 60 percent low	Middle 60 percent high
	Percent	Percent	Percent	Percent
Percent endorsement (latest year)	79.2	77.7	66.6	86.7

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

“School Comparison” is a way of comparing school performance that takes into account the different student intake characteristics of each school. Possible School Comparison values are ‘Lower’ (lower than expected), ‘Similar’ (as expected) or ‘Higher’ (higher than expected).

## ACHIEVEMENT

### Teacher Judgement of student achievement

Percentage of students in year levels Prep to 6 working at or above age expected standards in:

- English
- Mathematics

Teacher Judgments at or above age expected standards (latest year)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Domain	Percent	Percent	Percent	Percent	
English	87.8	90.1	82.6	95.3	Similar
Mathematics	90.1	91.1	84.0	96.4	Higher

### NAPLAN Year 3 and Year 5

The percentage of students in the top three bands of testing in NAPLAN at year levels 3 and 5.

Year 3 assessments are reported on a scale from Bands 1 to 6.

Year 5 assessments are reported on a scale from Bands 3 to 8.

NAPLAN top 3 bands (latest year)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	41.2	76.5	62.0	89.2	Lower
Year 3	Numeracy (latest year)	52.9	72.5	53.6	87.5	Lower
Year 5	Reading (latest year)	33.3	64.9	48.8	80.0	Higher
Year 5	Numeracy (latest year)	11.1	55.6	37.0	75.0	Higher

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	58.9	71.4	57.6	83.6	Lower
Year 3	Numeracy (4 year average)	56.4	65.7	51.2	80.0	Lower
Year 5	Reading (4 year average)	59.2	61.2	47.0	75.5	Higher
Year 5	Numeracy (4 year average)	54.2	54.8	39.2	71.4	Similar

### NAPLAN Learning Gain

Learning gain of students from year levels 3 to 5 in the following domains; Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.

NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the student's gain is in the top 25 percent of

their cohort, their gain level is categorised as 'High'. If their gain is in the bottom 25 percent of their cohort, their gain level is 'Low', and for the remaining 50 percent of gains the gain level is categorised as 'Medium'.

The table below displays the percentage of students in each of the Learning Gain levels in this school for each NAPLAN domain.

NAPLAN Learning Gain	Low Growth	Medium Growth	High Growth
Domain	Percent	Percent	Percent
Reading	42.9	28.6	28.6
Numeracy	50.0	33.3	16.7
Writing	57.1	42.9	0.0
Spelling	57.1	28.6	14.3
Grammar and Punctuation	57.1	28.6	14.3

## ENGAGEMENT

### Average Number of Student Absence Days

Absence from school can impact on students' learning. 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.

Common reasons for non-attendance include illness and extended family holidays.

Average number of absence days	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	15.5	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	14.8	15.2	13.2	17.8	Similar

### Attendance Rate

Average 2018 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	90	91	95	95	93	86	92

## WELLBEING

### Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	87.6	81.1	72.6	89.0	Higher
Percent endorsement (2 year average)	80.7	81.7	73.8	88.7	Similar



**Student Attitudes to School – Management of Bullying**

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian Government school students in year levels 4 to 6.

Percent endorsement indicates the percent of positive responses (agree or strongly agree).

Management of Bullying	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Percent	Percent	Percent	Percent	
<b>Percent endorsement (latest year)</b>	92.1	81.2	72.2	90.3	Higher
<b>Percent endorsement (2 year average)</b>	86.3	81.8	73.7	89.7	Higher

# Financial Performance and Position

## FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2018

Revenue	Actual
Student Resource Package	\$1,223,513
Government Provided DET Grants	\$243,643
Government Grants Commonwealth	\$7,558
Government Grants State	\$0
Revenue Other	\$15,606
Locally Raised Funds	\$107,859
<b>Total Operating Revenue</b>	<b>\$1,598,179</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$23,229
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$23,229</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$1,155,780
Adjustments	\$0
Books & Publications	\$6,611
Communication Costs	\$3,350
Consumables	\$43,499
Miscellaneous Expense <sup>3</sup>	\$79,765
Professional Development	\$40,827
Property and Equipment Services	\$109,150
Salaries & Allowances <sup>4</sup>	\$88,694
Trading & Fundraising	\$20,254
Travel & Subsistence	\$8,256
Utilities	\$7,565
<b>Total Operating Expenditure</b>	<b>\$1,563,751</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$34,428</b>
<b>Asset Acquisitions</b>	<b>\$11,075</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$5,605
Official Account	\$1,235
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$6,840</b>

Financial Commitments	Actual
Operating Reserve	\$6,840
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$6,840</b>

1. The equity funding reported above is a subset of the overall revenue reported by the school.
2. Student Resource Package Expenditure figures are as of 04 Mar 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, including:
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### **Wellbeing**

- Attitudes to School Survey (ATOSS) factors:
  - Sense of Connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

## WHAT DOES 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.

## WHAT DOES 'DATA NOT AVAILABLE' OR 'NP' MEAN?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language 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 his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').