

# 2018 Annual Report to The School Community



School Name: Verney Road School (5153)



- 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 Regulation 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 21 March 2019 at 01:06 PM by Janet Gill Kirkman (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 Regulation 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 26 March 2019 at 08:44 PM by Di Steven (School Council President)

## About Our School

### School context

Verney Road School in partnership with parents, carers and the community provides the best opportunity for all children to have a meaningful and worthwhile education. We optimise communication, abilities, independence and enhance self-esteem and prepare each individual for a purposeful pathway into adulthood.

Verney Road School has a culture of four key expectations, these are what we value:

Be Safe ~ we are committed to the promotion of behaviours and creating environments that ensures the wellbeing of every member of the school community.

Be Respectful ~ we are committed to accepting each other as we are and valuing our strengths and differences.

Be Responsible ~ we are committed to supporting each other, for being accountable for our actions and encouraging all to achieve independence.

Be a Learner ~ we are committed to all members of our school community having a go at diverse learning opportunities and by reflecting on our mistakes and not giving up, we build success.

Verney Road School educates students from ages 2.8 - 18 years with a mild to severe intellectual disability. It is a 'Dual Mode Specialist School' with a combination of students from a mild to very severe intellectual disability.

The school was purpose built in 1999 for 74 students. Enrolments have gradually trended upwards from 161 in 2014 to 187.4 in 2018. This excludes annual Early Education numbers of approximately 20. There are three distinct units of learning, Early Years, Middle Years and Senior Years. Each unit is led by a Leading Teacher.

The buildings are modern; however, six portable classrooms have been added to meet the growing population.

The school is landlocked by a housing estate on the north and a primary school on the west. Space for the students is at a premium and play times are alternated to accommodate each Unit. The majority of students travel to school by contract buses, a small cohort travel independently on mainstream buses and approximately sixty students travel daily with parents /carers by car. Play, car and bus parking space is at a premium.

Many students have multiple diagnoses of disability. These may include Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder and Down Syndrome. Students can also present with sensory and physical impairments and challenging behaviours. A cohort of students have experienced trauma, which can present with very challenging behaviours and these students require a major level of daily support. Many families have vulnerable backgrounds and require intensive support, within and outside the school environment. The daily explicit teaching is demanding and must always be rigorous. The complexity of the dual mode 'Specialist School' model creates a challenge in meeting the broad range of curriculum needs of learners across each classroom for planning and differentiated teaching. Learning for students with intellectual disability is very incremental and can evidence regression.

Generational poverty, trauma, the nature of disability, mental health issues, substance abuse and child protective challenges impact a cohort of our students and these students and their families require intensive support from teachers, Education Support Staff and the Wellbeing Team.

Verney Road School's intent is that we have high expectations that every student can and does learn and that we would never give up on a child or a young person. We understand that some students require intensive supports to be able to learn at school and that all needs must be addressed first to ensure learning can take place. These supports may include basic needs and wants, home security, addressing family or student mental health issues, above and beyond communication, attending appointments side by side with families and so on. We understand that some students' timetables must be highly adaptive and that student voice and choice is vital for a cohort of young people to remain engaged at school. Our intent is strong, that no student leaves Verney Road School without a planned pathway.

We believe that consistent teaching practices and common language across the school is vital for students with intellectual disability. Our intent is that students require and receive predictability, calmness, routine and multiple exposures to concepts for learning. Trusting relationships between staff and students is absolutely necessary for learning success and progress. Our intent is explicit teaching cascades from consistent differentiated weekly planning. Whilst a broad curriculum is inherent in our school planning we understand that the basics of Literacy and Numeracy are 'a must' for every young person's success in the future.

Our intent is that Augmentative and Alternative Communication (AAC) is available to every learner, to scaffold thinking and to ensure every student has a voice. We aim to be an AAC accessible school and AAC provision is non-negotiable for staff.

Finally, our 'bottom line' is that with all students we work towards them being independent and likeable.

Verney Road School has 60.6 equivalent full-time staff including: 2.0 Principal Class, 30.0 Teachers, 24.0 Education Support Class, 0.6 Allied Health and 4.0 Trainees.

### **Framework for Improving Student Outcomes (FISO)**

FISO Initiative: 'Building practice excellence'.

Key Improvement Strategy: To increase student mobility & access of Alternative Augmentative Communication (AAC) tools wherever the learner is in school or community.

A great deal of work has gone into ensuring every learner can participate in the communication process by using Augmentative and Alternative Communication (AAC). A National Speech Consultant, Haylee Parfett attended two days every term, in 2018, to model to and train staff, including our external Speech Pathologists, and parents in the use of AAC. Parents have attended AAC morning teas run by our communication Teacher Leader. We have made major strides in using AAC for instruction, to scaffold thinking and for complex communicators to be able to participate in the communication process of understanding and being understood. There is now an expectation that every student will have a communication goal in their Individual Education Plan. Previously there was a school expectation that only those students with obviously complex communication needs needed therapy assistance and a communication system. We are currently in the process of a whole school cultural change, moving towards a fully AAC accessible school. In 2018 we released our Teacher Leader in AAC for a day's coaching each week, to follow up the Consultancy work.

Key Improvement Strategy: Build capacity of all teachers to use assessment to plan for the teaching of Writing / Working with Words. To use effective teaching skills driven by moderated Writing data. All staff participated in several writing moderation workshops to evaluate stages of student learning. The teachers upskilled their knowledge to use the moderated writing sample to plan for future teaching. Student highlights included one student being guest author for the Shepparton News and another won a writing competition and her work was published.

Key Improvement Strategy: To sustain the Mathematics and Science teaching and learning implemented from the Primary Maths and Science Training.

Significant effort has gone into ensuring whole school approaches in Maths and Science teaching and learning. Explicit planning and teaching in Science and Mathematics has been a focus. Summative and formative assessment procedures are well in place. There has been strong progress in the use of the Victorian Curriculum and a move away from Maths sheets to the use of manipulatives to enhance real life learning. The Maths Instructional model is well implemented. During 2018, there has been termly, whole school professional learning in Mathematics.

A key highlight was a visit from the Manager of DET Learning and Teaching Branch and the Director of Secondary Reform and Transitions to video staff, teaching Mathematics. These videos will be posted on our Department's website. Our Maths coaches were invited by the Department to speak to the 2018 cohort of Primary Maths and Science Specialists. At this conference our coaches mentored new staff groups from other Specialist schools.

FISO Initiative: 'Setting expectations and promoting inclusion.'

Key Improvement Strategy: To improve the collective efficacy of Individual Education Plans (IEP's) to move from compliance to using IEP's to plan for teaching and learning. A key highlight of this initiative has been the increase of deeper teacher knowledge of their students and how they learn. Secondly the building of the partnership with the student and their family has strengthened through the Individual Education Plan (IEP) and SSG process, to ensure all parties are working together with the student at the centre.

FISO Initiative: 'Empowering students and building school pride.'

Key Improvement Strategy: Develop staff capacity to use a strengths based approach, using positive behaviour support (PBS) strategies to ensure high levels of positive engagement. A highlight was a group of staff who did the Professional Learning Community (PLC) training over 6-8 days. This resulted in our 'wrap around process' of a multi-disciplinary team problem solving key strategies to improve a student's learning and behaviour. The 'wrap around' has become an embedded practice at VRS as a result of the PLC training. The PBS learning sequence of lessons is taught across all units and ages of the school, which is highly supportive to staff ensuring they have the tools to teach the matrix of Tier 1 behaviours.

Key Improvement Strategy: To enhance 'SoSafe!' to implement Relationships and Sexuality Education from the Family Planning portal for students 10-18 years. The family planning portal finally provided a web based curriculum suitable for students with an intellectual disability in the area of Relationships and Sexuality Education. This was a key missing piece of SoSafe! A team of volunteer teachers' trialled the curriculum with excellent results, with the plan for all school implementation (10 - 18 years) in 2019.

## Achievement

'To improve all learners' communication, literacy and numeracy skills.

Our staff are at the stage where they are aware that every student, no matter how complex their disability, has a voice and as a school it is our responsibility to harness every student's voice. We now have a consistent whole school approach to learning about AAC with our National Speech Consultant, Haylee Parfett, modelling, observing and providing feedback of AAC use, again in 2018. There is a non negotiable high expectation that staff will use AAC in instruction and communication with students. Our teacher leader Merryn Saraiva and speech pathologist Laura Coyne champion the use of AAC at every opportunity and build the capacity of all staff in AAC use, assessment and goal setting. Future direction is to ensure AAC accessibility wherever the learner is and to build staff capacity in using pragmatic profile data for strong goal setting.

In 2018 the improvement of the teaching of Writing was a focus. A highlight was the whole school process of moderating students' writing samples. This was videoed by a team from the Department of Education as an exemplary model to be used on the Department's website. Furthermore, our teacher leader, Donna Allen who was responsible for this work was nominated and won Victorian Teacher of the Year in Special Education for her work in the development and implementation of the Writing moderation tool. As a school community we were extremely proud of this achievement. Student confidence having a go at the writing task has definitely improved and punctuation is more evident. In 2018, 93% of students made sufficient progress in English to move to new goals. With Working with Words a case based learning model was implemented with Early Years' staff to build teacher knowledge and strategies which evidenced progress for students whose results had plateaued.

Last year the Key Improvement Strategy was to sustain the Mathematics and Science teaching, 95% of students made sufficient progress in Maths to move to new goals. We are now at a stage of embedding the improvements in our Maths teaching using a 'hook' to begin each lesson with success, explicit Maths teaching and modelling, manipulatives to support thinking and real life Maths learning. The volunteer Maths Focus group of teachers worked together for a second year. On Tuesday after school they completed video observation, case management of students and studied the Maths assessment data. In Science all students who were set a Science goal achieved their goals. It's fantastic to see the hands-on Science learning at VRS now, supported by a learning sequence (topics) and resources. There has been a growth of confidence in Science teaching and learning at VRS. Our school was very fortunate to be able to have an intensive two year training program to be able to implement the teaching of Mathematics and Science. This came at a great time as we were in the process of changing over to the Victorian Curriculum. We made many gains over this time and set protocols in place to ensure a consistency of approach and format with these subjects. The 2018 challenge was to be able to maintain the progress without the additional funding and staffing. This was done through various avenues including having a Learning Specialist Teacher to continue to track the data from Mathematics and support the teachers. Professional Learning meetings were allocated to continue the drive and knowledge with both

Mathematics and Science.

All students at Verney Road School are on the 'Program for Students with Disability.' (PSD). All students have shown progress at satisfactory or above in achieving their individual goals.

## Engagement

'To provide all learners, a learning environment that fosters resilience and lifelong learning enabling students to be active participants in family and community life.'

Progress, as we continue to work towards achieving this goal, has been slow, however the growth we have observed has been very positive!

We have strengthened staff understanding of the importance of the Student Support Group (SSG), with the major focus being to build the positive partnership between the student, their family, school and other relevant external agencies.

Using Assessment Data, Maths and English Goals are considered and drafted by teachers prior to the SSG meeting. Communication and Priority Learning Goals are generated during the SSG meeting, ensuring all parties have valued contribution to the development of the goals, making them SMART for each student.

Teachers are building their capacity to utilise the PASS Goal Bank to ensure goals have a strong link to the Victorian Curriculum. We have observed that those teachers who have come to view the IEP which informs their teaching and learning programs, are utilising the IEP as a working document, which becomes a comprehensive record of the student's learning across the semester and the entire year.

To build student voice in their learning, all teachers are encouraged to ensure that each student is aware of their IEP goals, allowing the student to become an active participant in their learning and recognise their progress towards goal achievement. Where this strategy has been employed by classroom staff, it is clear that students have the ability to self-report on their learning and are empowered by their increased accountability in their learning. This is a goal in our 2018 Annual Plan.

Attendance: In 2018 the school employed an office trainee to follow up all unapproved absences daily. Termly attendance awards are presented at assembly for those students who achieved 99 -100% attendance for the term. At the end of 2018, seven students achieved 100% attendance for the year and received huge accolades for their achievement. The leadership team regularly review attendance data and highlight students at risk for support. Any student with high absence risk have an attendance goal in their IEP. Individual reward programs support students who make needed progress with their attendance.

## Wellbeing

'To improve the students' ability to regulate their attention and emotional state.'

In 2018 the Positive Behaviour Support team developed lessons in our four expectations of 'Being safe, respectful, responsible and a learner' for the teaching of the tier 1 matrix of behaviours. (School wide interventions for all) Learning sequences were developed to ensure common delivery of tier 1 behaviours. The wellbeing team is structured, supported by Student Support Services (SSS) and providing wrap-around approach to get the best outcomes for students when their behaviour enters tier 2 ( small group interventions for students deemed at risk) or tier 3 phases. (Highly individualised interventions) The wellbeing team access external supports consistently including Headspace, Child and Adolescent Mental Health Services (CAMHS), paediatrics, allied health, counselling support and CASA. It is supported by our school building an allied health team having onsite Occupational Therapist and Speech Pathologist.

VRS operates a 'sensory therapeutic program', providing access to learning and assisting complex students in need to regulate and maximise access to their sensory system.

A highlight is the willingness of teachers and leaders to be highly flexible to adapt timetables, interventions and to provide alternative programs to students who enter tier 2 or 3 phases of behaviour, who need immediate, additional supports.

## Financial performance and position

Verney Road School has provided resources to assist with improving student learning, strengthening student engagement and in building student wellbeing across the school. With the purchasing of additional equipment in literacy, numeracy and e-learning the students can continue to develop strong communication skills to enhance their learning.

Additional DET. Targeted Initiatives funding has supported our students throughout the 2018 year:

\$5000 'Equipment Boost for Schools' provided an air lift table, adjustable height tables and additional Kelly chairs to assist individual students in the classroom.

\$4,800 'Inclusion Boost' funding allowed two groups of students to participate in state competitions. From this \$2,500 supported 9 students to compete in Melbourne at the Australian All Star Cheerleading Federation State Championships and \$2,300 was spent to assist 6 students to travel to Melbourne to compete in the Victorian Taekwondo Invitational Competition.

\$28,500 was spent on upgrading 6 classrooms with the latest technology in learning and installation of LED Multi Touch 70" interactive screens. \$15,000 went towards upgrading the Therapeutic Spa room. Some of the lifting devices across the school were also upgraded with the purchase a new ceiling hoist \$2,984 and a portable hoist \$2,930.

\$25,000 from the DHHS School Sun Shade grant went towards the construction of a solid shelter in the senior yard. The balance of \$45,500 of school funds assisted with the purchase and completion of the structure.

\$55,500 of School Ground Improvements (SGI) has given the students a more inviting play space and physical activities in the yards. \$5,451 of school fundraising also went towards SGI.

VRS purchased a new Toyota Coaster 22 seater bus at the cost of \$110,000. This bus is being used to convey students, out into the community and has increased the school bus fleet to 5.

CSEF funding of \$27,500 has given eligible families funds to cover the majority of student camps and excursions. Equity (Social Disadvantage) funding of \$376,733 has had a huge impact on employing additional staff, supporting staff professional learning in communication and Alternative and Augmentative Communication (AAC) and providing Learning Specialist staff Equity has also provided extra Education Support Staff for all units, a Family Engagement officer to assist families with the NDIS, a Speech Therapist for language development, as well as a Communication Consultant have all been employed.

VRS has monitored the revenue and expenditure for 2018 within the guidelines of DET to remain within reasonable limits. The schools end of year net operating surplus of \$572,851 has left the school in a very healthy financial position for continued development to enhance strong student outcomes and provide a positive environment for VRS to grow into the future. This surplus will allow us to fulfil the commitment of continually growing the school, resources and staffing wise.

**For more detailed information regarding our school please visit our website at**  
<http://verneyrd.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 Performance Summary' 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 specialist school type.*

### Enrolment Profile

A total of 187 students were enrolled at this school in 2018, 47 female and 140 male.

9 percent of students had English as an additional language and 11 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

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

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

### 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)	97.5	89.3	81.5	95.1

### 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)	69.8	64.9	56.8	72.7

**ACHIEVEMENT**

**Teacher Judgement of student achievement**

Percentage of students working at each achievement level in:

- English
- Mathematics

Teacher Judgment of student achievement (latest year)		English	Mathematics
Achievement Level	Percent	Percent	Percent
A	6.0	6.8	
B	20.6	20.3	
C	13.4	12.8	
D	14.8	16.1	
0.5			
F	19.9	16.6	
F.5			
1	22.7	25.6	
1.5			
2			
2.5			
3	2.5	1.9	
3.5			
4			
4.5			
5			
5.5			
6			
6.5			
7			
7.5			
8			
8.5			
9			
9.5			
10			
10.5			
11			
11.5			
NA			

## **ENGAGEMENT**

### **Average Number of Student Absence Days**

Absence from school can impact on students' learning.

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

<b>Student Absence</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>4 year average</b>
<b>Average number of absence days</b>	17.0	18.3	17.2	15.4	17.0

**Students exiting to further studies or full-time employment**

Percentage of students going on to further studies or full-time employment.

Student Exits	2015	2016	2017	2018	4 year average
<b>Percent exiting to further studies or full-time employment</b>	95.2	100.0	100.0	91.3	96.6

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

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$5,676,896
Government Provided DET Grants	\$1,212,913
Government Grants Commonwealth	(\$25,000)
Government Grants State	\$27,550
Revenue Other	\$57,413
Locally Raised Funds	\$80,515
<b>Total Operating Revenue</b>	<b>\$7,030,285</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$371,082
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$371,082</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$5,149,558
Adjustments	\$0
Books & Publications	\$4,889
Communication Costs	\$6,050
Consumables	\$136,276
Miscellaneous Expense <sup>3</sup>	\$295,444
Professional Development	\$42,956
Property and Equipment Services	\$422,047
Salaries & Allowances <sup>4</sup>	\$332,497
Trading & Fundraising	\$3,622
Travel & Subsistence	\$21,611
Utilities	\$42,484
<b>Total Operating Expenditure</b>	<b>\$6,457,435</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$572,851</b>
<b>Asset Acquisitions</b>	<b>\$158,249</b>

## FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$291,473
Official Account	\$78,844
Other Accounts	\$441,272
<b>Total Funds Available</b>	<b>\$811,589</b>

Financial Commitments	Actual
Operating Reserve	\$181,718
Other Recurrent Expenditure	\$9,129
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$63,540
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$62,500
Capital - Buildings/Grounds < 12 months	\$32,000
Maintenance - Buildings/Grounds < 12 months	\$179,000
Asset/Equipment Replacement > 12 months	\$133,000
Capital - Buildings/Grounds > 12 months	\$88,450
Maintenance - Buildings/Grounds > 12 months	\$56,000
<b>Total Financial Commitments</b>	<b>\$805,337</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 two key areas:

### **Achievement**

Student achievements in

- English and Mathematics

### **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)

## WHAT IS THE MEANING OF 'DATA NOT AVAILABLE' OR 'NP'?

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.

## TOWARDS FOUNDATION LEVEL VICTORIAN CURRICULUM

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').