

2018 Annual Report to The School Community



School Name: Chelsea Primary School (3729)



- 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 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 28 March 2019 at 04:31 PM by Taylor Irish
(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 01 April 2019 at 12:27 PM by Darren Lawson
(School Council President)

About Our School

School context

As a learning community, Chelsea Primary School provides the opportunity for students to achieve personal excellence by developing their academic, social, physical and creative potential.

We aim to prepare our students for the future by developing clear thinkers and decision makers who are active and effective citizens in their local and global community.

Our vision is to create a passionate learning community that inspires challenges and supports all students to achieve to their full potential.

Our 2019 Vision statement

"To continue to build on the Chelsea Way – to build capacity to increase academic performance – to enhance pride and achievement at Chelsea P.S to further develop the whole child".

Our school promotes connectedness, through the building of positive relationships and mutual respect, as we share our cultural backgrounds and celebrate our diversity within a supportive school-wide atmosphere. We pride ourselves on enabling each student to develop a sense of belonging; to make contributions and be valued as individuals.

Our students are encouraged to take responsibility for striving to achieve their best, seeking answers through curiosity and demonstrating resilience by welcoming challenges and learning from mistakes. We place particular emphasis on our professional and highly motivated staff, in partnership with parents and the wider community, being actively involved in our students' learning and interest in this lifelong process.

Chelsea Primary School is located in an established residential bayside area of southern Melbourne. There are currently 250 students enrolled at the school, with projections for increased enrolments over the next three years. The school opened in 1912 and comprises of a beautiful, two-story red brick heritage building, art, music and multipurpose buildings as well as open plan learning spaces. The modern playgrounds and school vegetable garden are a highlight for attending children. This developing school is conveniently located within close proximity to useful amenities such as Chelsea Station, the Chelsea shopping centre, Chelsea Beach, Town Hall, Library and Bicentennial Park. Term 4 saw the opening of the new Chelsea Kindergarten. This modern and innovative building was constructed on CPS land and will provide a wonderful opportunity to create connections as a feature of our Kinder-prep transition program.

The school has a deep commitment to:

- Fostering knowledgeable, respectful and caring young people who contribute positively and responsibly to their local and global community.
- Be recognised as a high performing school with a reputation of evidence-based best practice that is visible in each classroom.

The school focuses on evidence-based approached to teaching and learning. We pride ourselves on teaching explicitly and systematic approach to teaching fundamental concepts and skills to allow students to have the best foundation to extend to the more complex learning in the later years.

The school is well designed and spacious consisting of communal areas, flexible spaces that can be closed and opened to suit the instructional need.

Last year saw the introduction of the Year 4 cohort to the Year 5-6 Students Attitudes to School Survey. The fantastic results showed how we strive and are achieving improvement and growth. We pride ourselves on the very positive attributes the children know they are getting at Chelsea Primary in areas such as the teacher effectiveness and the stimulating learning provided, through to their connectedness to peers.

Outside of school hours, parents can utilise the highly regarded before school and after school care program run by the City of Kingston on site. During school hours, students from prep to year six can enjoy weekly timetabled sessions of Korean Language, Technology, Art, Science (STEM), and Physical Education and have the opportunity to participate in Keyboard, Guitar, lunchtime music sessions and Take Kwon Do lessons from external providers. Students have access to a range of technology including interactive whiteboards, iPads, and desktop and notebook computers. Throughout their years at Chelsea Primary, children will also enjoy opportunities to attend camps, swimming and lifesaving programs; compete in various interschool, and district sporting activities. A highlight of their attendance is the annual whole school production. Members of the educational support staff facilitate intervention programs for identified students. Our Specific Learning Difficulties leader provides a comprehensive assessment and teaching program for students identified at risk (Response to Intervention).

The wellbeing of our students is a high priority. Our Primary Wellbeing Officer works with the wellbeing team with a clear focus of building positive relationships within the school community through many beneficial and recognised programs and activities. Fun time lunchtime clubs operate every day with activities such as Choir, Creative Play, Green Team, Drumming, Korean, Drawing, Games and Book, Drama Club and Art.

Our students are active members of the school community. Student leaders conduct school assemblies, facilitate sports borrowing at lunchtimes, are trained as peer mediators and conduct student-led lunchtime activities. The Student Voice Team has elected members from each class, as does the Green Team.

Our community is culturally and linguistically diverse, and the school has developed close links and shared skills and knowledge with reputable organisations in the wider neighbourhood. We have a celebrated partnership with parents who are participating as members of School Council, Friends of Chelsea, as classroom helpers or at working bees, inviting and encouraging families to join their children's learning journey.

Framework for Improving Student Outcomes (FISO)

The school has chosen to focus on the FISO initiatives Building Practice Excellence and Curriculum planning and assessment. The key improvement strategies implemented for Building Practice Excellence were to develop the Chelsea PS Teaching and Learning Framework.

Chelsea PS is committed to aligning with the Education State that has set ambitious and achievable targets set system-wide that focus on:

- learning for life;
- happy, healthy and resilient kids;
- breaking the link between disadvantage and outcomes;
- building pride and confidence in our school

Chelsea Primary School set goals to further build on its consistent processes of assessing student learning and increase students achieving at the A and B levels and ensure validity using ACER testing and analysing comparisons to nationwide norms at each year level.

Building Practice Excellence

The school set targets to implement an explicit teaching model focused on literacy and numeracy. Goals were to embed the whole school approach and refine the school-wide pedagogical model.

Teachers implemented strategies based on feedback to improve practice. Reflection of teaching practice formed evidence for Professional Practice Days to be conducted in 2019.

Curriculum planning and assessment improvement strategies included teachers planning for and teaching

- Explicit whole school instructional approach trial
- Writer's Notebook

- PMSS maths initiative
- Create low variance Curriculum aligned with the Victorian Curriculum – align Literacy, Numeracy and Inquiry
- Scope and Sequence documents aligned to the Victorian Curriculum have been developed for Literacy, Numeracy and Inquiry learning. There is a school-wide approach to the implementation.
- We are continuing to develop a whole school evidence-based English and Mathematics approach.
- Implementation of an RTI teaching model (Response to Intervention) approach.

Achievement

The goal for achievement was for all students deemed capable of demonstrating at least 12 months' growth in 12 months. Supporting this goal was the implementation of differentiated teaching in Mathematics with a focus on pre/post-test data analysis school-wide. Teachers plan lessons according to student need. Education support staff implement programs to support individual students' knowledge of phonics. Lessons are taught with explicit focus. All students are introduced to the learning objective of the lesson and know the success criteria. Students set goals for their learning during individual conferences with their teachers.

Teacher judgements around students achieving above level in English are above primary schools with similar characteristics. Our data compared NAPLAN, and ACER (nation normed testing) is very aligned, so I feel it is an accurate reflection of our student achievement.

Chelsea Primary School has continued to improve performance against primary schools with similar characteristics and our local Network in 2018 when comparing NAPLAN results, especially in our year 3 Reading, Spelling and Grammar & Punctuation data, which is above state level and our local network schools.

The school has achieved outstanding improvement in our year 3 NAPLAN the results placing Chelsea on the higher end of performing category when comparing to like school groups at Grade Three level. The school has significantly improved the percentage of students achieving in the top two bands for NAPLAN in all areas.

We are confident we will get continued improvement throughout the school as the Chelsea Teaching Model, and curriculum development changes continue to embed and provide further traction throughout the school.

Our strategic plan goals have been implemented for 2019-2022. We expect to see continued and sustained improvement across all areas as the benefits of our improved practice; aligned curriculum and work of our dedicated learning teams continue to have an impact.

The specific focus of the school is continuing to lift the performance of students between Grades 3 and 5. The appointment of a Specialist Teacher and implementation of a Directive Coaching model will continue to ensure a consistent application of our evidence-informed strategies.

Engagement

Engagement has improved and we are now in the similar range next to like school groups. This is a pleasing result and a trend the school will continue to develop.

The school has done much to ensure curriculum is pitched at the right level, during 2019 we have lifted our curriculum and having higher expectations around student learning will continue to see improvement in this area.

Providing consistent models of practice and improving our focus on student leadership and behaviour that supports an orderly environment. Teacher judgement for reading demonstrates all students deemed capable have made at least 12 months growth in 12 months.

Fountas and Pinnell reading assessment were completed F – 6 with teachers regularly analysing and tracking student learning with a focus on comprehension.

Teacher observations of reading behaviours confirm increased engagement and reading stamina. All students sustain silent reading for at least 15 minutes daily.

The Student Attitudes to School Survey - Our focus for 2019 will continue to be focused on maintaining these results.

The target for Parent Opinion Survey Student Motivation Variable to remain in the 4th quartile.

The target for Staff Opinion Survey Trust in Students and Parents variable exceed the state mean.

For 2019, the school plans to continue to develop teaching practices that will engage and motivate students to learn. All staff will focus on High Impact Teaching Strategies- Explicit Teaching, Worked Examples, Multiple Exposures & Structured Lessons. Parents will be kept informed about teaching and learning via class Dojo, Compass, school & team level newsletter articles.

Wellbeing

Chelsea Primary School follows a Positive Behaviour Support Structure and values a consistent calm and orderly environment where all students are respected, feel safe and can thrive.

Chelsea Primary School improved its overall positive responses in two main areas according to the Student's Attitudes to school Survey: School Connectedness and Managing Bullying.

School Connectedness has maintained at 87% positive responses and places the school above similar school results.

Managing Bullying has also increased from 89% to 93% positive responses and suggests that our consistent approaches are starting to gain traction.

The school also takes a keen interest in the student's perception of Classroom Behaviour; this has also risen from 90% to 91% positive response, which is well above similar school results.

These are pleasing results pointing to the calm, caring and respectful environment that we know supports students to take risks and optimise learning at BWPS. The school will continue to target this area of School Connectedness

Established Student Voice opportunities continue to build. There will be a focus on student leadership, agency and voice for 2019 to build on our values and relationships that we believe provide a great environment for school connectedness and engagement. Students participated in a student voice survey. Junior and senior student voice teams continue, and team members attend regular meetings. Students identified, developed and completed projects, such as fundraising for a water bubbler, environmental improvement and book fairs to improve the school.

The Year 5/6 students conducted Student Lead Interviews (SLI), which received high praise and feedback from our parent community. The SLI will be introduced for Year 3-4, and continue for Year 5/6 in 2019.

The students will also lead much of our engagement with the community in hosting events that celebrate learning and school traditions throughout the year.

Positive psychology and mindfulness will become a part of the school's approach to engagement, and the zones of regulation will be implemented across the year's level prep-6 during 2019.

During 2019, a formal leadership-training model will be implemented and developed across the school. Our school leaders will have a focus on the five levels of Leadership Program by John Maxwell.

The Wellbeing Team will be revised and redeveloped to incorporate our whole school positive behaviour model. A program explicitly teaching the school values was implemented school-wide in 2018 and will in 2019.

Financial performance and position

The annual result was in surplus due to the sound financial management of the school. This has allowed us to increase training in a cost effective way. We have also been well supported with locally raised funds through the community

The leadership team has strategically budgeted throughout 2018 to ensure the school stays in a surplus for the 2019. During 2019 we will look closely at our school budget, we will strategically budget so moving forward we are in a surplus for the future.

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 250 students were enrolled at this school in 2018, 119 female and 131 male.

9 percent of students had English as an additional language and 2 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)	74.2	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)	70.5	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	94.9	90.1	82.6	95.3	Similar
Mathematics	96.2	91.1	84.0	96.4	Similar

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)	85.0	76.5	62.0	89.2	Similar
Year 3	Numeracy (latest year)	82.1	72.5	53.6	87.5	Similar
Year 5	Reading (latest year)	64.7	64.9	48.8	80.0	Similar
Year 5	Numeracy (latest year)	55.9	55.6	37.0	75.0	Similar

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)	75.2	71.4	57.6	83.6	Similar
Year 3	Numeracy (4 year average)	71.0	65.7	51.2	80.0	Similar
Year 5	Reading (4 year average)	62.1	61.2	47.0	75.5	Similar
Year 5	Numeracy (4 year average)	64.0	54.8	39.2	71.4	Higher

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	25.0	46.9	28.1
Numeracy	28.1	56.3	15.6
Writing	25.8	61.3	12.9
Spelling	39.4	54.5	6.1
Grammar and Punctuation	42.4	39.4	18.2

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)	14.5	15.1	12.9	18.1	Similar
Average number of absence days (4 year average)	14.1	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)	92	93	91	94	93	93	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)	86.6	81.1	72.6	89.0	Higher
Percent endorsement (2 year average)	86.6	81.7	73.8	88.7	Higher

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	
Percent endorsement (latest year)	92.7	81.2	72.2	90.3	Higher
Percent endorsement (2 year average)	90.8	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	\$1,951,687
Government Provided DET Grants	\$201,222
Government Grants Commonwealth	\$9,685
Government Grants State	\$775
Revenue Other	\$3,908
Locally Raised Funds	\$180,047
Total Operating Revenue	\$2,347,324

Equity ¹	Actual
Equity (Social Disadvantage)	\$14,915
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$14,915

Expenditure	Actual
Student Resource Package ²	\$1,770,165
Adjustments	\$200
Books & Publications	\$3,592
Communication Costs	\$3,792
Consumables	\$40,806
Miscellaneous Expense ³	\$164,208
Professional Development	\$6,129
Property and Equipment Services	\$89,366
Salaries & Allowances ⁴	\$58,853
Trading & Fundraising	\$12,914
Travel & Subsistence	\$1,330
Utilities	\$21,135
Total Operating Expenditure	\$2,172,490
Net Operating Surplus/-Deficit	\$174,834
Asset Acquisitions	\$0

FINANCIAL POSITION AS AT 31 DECEMBER, 2018

Funds available	Actual
High Yield Investment Account	\$35,396
Official Account	\$15,091
Other Accounts	\$3,523
Total Funds Available	\$54,010

Financial Commitments	Actual
Operating Reserve	\$18,152
Other Recurrent Expenditure	\$5,920
Provision Accounts	\$0
Funds Received in Advance	\$16,422
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$5,738
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$7,779
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$54,010

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').