

2019 Annual Report to The School Community



School Name: Jennings Street School (5215)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 10 December 2020 at 01:29 PM by Rosemary Hayes (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 10 December 2020 at 01:56 PM by Stephen Moore (School Council President)

About Our School

School context

Jennings Street School draws from a board geographical demographic is the South Western Region of Melbourne. The school has maintained a stable enrollment of 120 students since 2017, however as the age profile of the students changes, the learning cohort are evolving with the school establishing a "senior school curriculum" in 2017 inclusive of VCAL learning programs, although we are yet to have VCAL accreditation. The Vision for Learning excellence is at the heart of our work at Jennings Street School. Our values of safety, learning and respect highlight essential teachings for our students, to equip them to maximize their potential and lead fulfilling lives. The School's purpose is to meet the personal, educational, and social needs of students with autism in a respectful and safe manner. We promote a continuous process of collaboration between research, therapy, curriculum, and pedagogy to understand and deliver best practice in education for students with autism. This is achieved within a multi-disciplinary learning environment with therapists providing expert knowledge in discrete areas of learning. Student engagement in learning is maximized by generous staffing levels. Jennings Street School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognizes the importance of the partnership between our school, parents and carers to support student learning, engagement and wellbeing. The overall Parent Satisfaction with the school sits at 90.3%. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. To celebrate and embed our Values and Philosophy in our school community, we have established and display posters and banners that promote our school values as they apply to students, staff and community members. Teachers plan and document explicit teaching around our values within the first Inquiry Unit of Work each year. This work forms the basis for establishing "common language" and "common expectations" across the school.

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning

- Building Practice Excellence

"Develop teacher knowledge of the literacy pedagogical model and high impact teaching strategies to promote learning growth".

Three pedagogical models have been developed to meet the learning needs of our students. Leaders participated in the regional PLC initiative resulting in a revised Inquiry Cycle documented and improved practices, particularly with respect to a sharp and narrow focus and greater fluidity moving across stages of the cycle. Middle Level leaders used Reading Comprehension data to inform the Reading inquiry in term 2. Running Record data was analysed to inform the Reading Comprehension focus "text to self" Moderation viewing the implementation of "running records" has led to protocols to support consistent practice. Teacher knowledge and highly effective reading comprehension instruction and strategies were developed within the PLC. Modelling of practice expectations by the curric leader, learning specialists and teachers supported improved instruction. Documented peer observations and the cycle including reflective conversations, feedback and follow up coaching have been influential in embedding the work. Mid cycle PDP's will pick up on the implementation of feedback from the process.

- Establish a Later Years curriculum, incorporating VCAL pathways and applied learning programs.

The establishment of the senior school curriculum is underway with Horticulture, Food Handling, Rec & Leisure, Homecrafts programs offered on site in addition to the academic curriculum. 100% of students are implementing functional curriculum tasters Travel Ed is undertaken with all students aged 15 on wards. Units of Work are documented and form the basis for program delivery. Document pathways learning have been established within a revised report format. 100% of students within the VCAL pathway are enrolled in a certificated course. 100% of students in VCAL and employment pathways have RU Ready Profiles completed. VCAL accreditation documentation is underway with VRQA.

- Evaluating impact on learning

Build teacher capacity to use formative and summative assessments to monitor student literacy learning and identify

the point of need.

Teachers use a document to unpack F & P and writing data in their classrooms to analyze trends and gaps. Learning Specialists have used these data sets as a point of reference for discussions with teachers in their learning unit. A coaching conversation determining actions and next step interventions supports the teacher to identify learning to progress student learning. The outcomes are documented in the "coaching conversation" proforma and formulate the basis for professional discussions that link to Semester 2 PDP targets. The school has adopted the "Data Driven Dialogue Protocol Facilitation Plan" as a uniform approach to analyzing cohort and whole school data sets. The SIT team have implemented the tool to analyze whole school F& P data and other stakeholders are employing the tool to unpack their data sets.

- Curriculum Planning and Assessment

Develop a holistic approach to numeracy curriculum, pedagogy and assessment.

Maths Units of Work are documented including pre and post tests for each 4 week block of teaching. The PL Calendar has enabled the documentation of expectations around the teaching of maths sequence and frequency, with video modelling and powerpoints employed and accessible with the Maths Portal along with resources. A PL video, modelled established expectations. A Maths Calculation document has been distributed entailing "How to teach" 4 maths operations A Staff confidence and competence survey has been issued to provide baseline data .comparative Data using the Judgement tool is now available.

Positive Climate for Learning.

-Setting Expectations and Promoting Inclusion

The schools Student Engagement and Wellbeing Policy has been revised and endorsed with Improved processes for communicating the wellbeing referral process and outcomes. A school wide PBS matrix is displayed in the staff workspace and all classrooms have established classroom expectations around our school values and display the PBS matrix detailing staff, student & classroom expectations. The documented Term 1 Unit of Work focused on explicit teaching of our school values and class rules. PTR's for the playground and transitions have been developed and displayed in Learning Centres. Mojo maintenance is systematically addressed to implement strategies to build collective resilience and promote staff welfare. The Attitudes to School survey was undertaken with a large cohort of students across the school.

-Health and wellbeing

The AAC committee has formed with key representation from groups across the school. The group meet fortnightly and committee members provide feedback around progress against AAC targets. A Baseline survey of staff self efficacy has been completed A Role Statement and Learning vision of AAC has been completed. Processes are in place to ensure new staff AAC Induction is undertaken. The AAC committee learning vision is currently focused on the functional use of ipad and proloquo and the school is making gains in embedding staff and students carrying their devices on their self throughout the day. 63 of the 70 non verbal students within the school have devices for communication. The Health and Wellbeing Committee is established and meets fortnightly. Teacher Self efficacy baseline data on how they feel about teaching Health and sex ed has been undertaken. The committee has developed a health and wellbeing policy including "Touch" guidelines Health and Human Relations Units of Work are being documented but are not complete.

-Empowering students and building school pride.

Jennings Street School has establish an inclusive SRC Committee within the school with representation from each of the 3 learning centres. There are 9 representatives in total and branding has included their photos within the foyer of the school.The group is currently working on celebratory projects in an effort to co-design learning build agency and empower the participants within their roles. The students reported to school council via video the school values and what they mean to them. A temporary room has been established Chanel JSS in lieu of the arrival of a Tramcar in 2020. Radio Club has been implemented twice a week to promote greater cross fertilization of students across the school opportunities to build student agency include the selection of music and D J's facilitating the session.

Achievement

Excellence in Teaching and Learning - Curriculum planning and assessment

Develop teacher knowledge of the literacy pedagogical model and high impact teaching strategies to promote learning growth.

Three pedagogical models have been developed to meet the learning needs of our students. Leaders participated in the regional PLC initiative resulting in a revised Inquiry Cycle documented and improved practices, particularly with respect to a sharp and narrow focus and greater fluidity moving across stages of the cycle. Middle Level leaders used Reading Comprehension data to inform the Reading inquiry in term 2. Running Record data was analysed to inform the Reading Comprehension focus "text to self". The implementation of "running records" has led to protocols to support consistent practice. Teacher knowledge around highly effective reading comprehension instruction and strategies was developed within the PLC. Modelling of practice expectations by the curriculum leader, learning specialists and teachers supported improved instruction. Documented peer observations and the cycle including reflective conversations, feedback and follow up coaching have been influential in embedding the work. PDP targets also aligned to the school focus in this area. The highlights include documented Instructional Models that promote consistency in practice, whole school expectations and embedded knowledge and common language around a highly effective lesson construct. The work also led to the development of a Reading Inquiry and documented Reading behaviours for students operating at Levels A - D on the Vic Curriculum.

Fountas & Pinnell comparative assessment data has been collated in 2019 for 55% of students in comprehension and 68% of students in decoding. The Read, Write, Inc phonics program has provided comparative data in phonics for 70.% of students. Maths online baseline data has been established for 64.4% of students.

- Evaluating impact on learning

Build teacher capacity to use formative and summative assessments to monitor student literacy learning and identify the point of need.

The school has now analyzed comparative data sets in core areas of instruction as a basis for determining priority areas for learning growth. In 2019 the SIT Team implemented a uniform protocol SRI; to facilitate "data driven dialogue". Leaders analyzed 2019 comparative data within whole school and cohort sets for Personal and Social Learning and Phonics. Teachers have since employed the protocol to analyze phonics data within PLC's to identify trends and gaps within their classroom data sets and establish targets to promote learning growth. Data such as Running Records are analyzed in class groups within the PLC with teachers documenting Trends and Gaps, it is this information that informs the narrow focus of the "prioritise and set goals" inquiry stage. Protocols have been employed to support consistent teacher determinations reflecting success. Writing genres are identified within the termly scope and sequence, to ensure that sections of the school are uniformly implementing instruction. Moderation forums implemented in Week 9 each term, involve the moderation of student writing samples using protocols, rubrics and exemplars. Cross sectional moderation also takes place to improve consistency in judgements across the school with these processes building deeper teacher connection and understanding around the curriculum content and its application in writing processes. Formative and summative assessment practices are in place across the school. In the 2019 School Staff Survey, 82% of teachers endorsed "use data for curriculum planning" and 76% % endorsed "understanding of formative assessment."

2019 Fountas and Pinnell Data Analysis

Growth

67 student have a reading comprehension level reflecting 55% of the total population

55% of students have shown growth in reading comprehension.

82 students have a reading decoding level at instructional. reflecting 68% of the total population

68% of students have shown growth in instruction decoding level.

Feb 2019 - No of students accessing "sound sets" in Read, Write, Inc
"sound sets" in Read, Write, Inc

Set 1 - 49.6%

Set 2 - 32.8%

Set 3 - 22.7%

Set 4 - 0%

Nov 2019 - No of students accessing

Set 1 - 69. 2%

Set 2 - 48.7%

Set 3 - 42.9%

Set 4 - 24.4 %

Engagement

Develop a holistic approach to numeracy curriculum, pedagogy and assessment.

Building practice excellence

Maths Units of Work are documented including pre and post tests for each 4 week block of teaching. The PL Calendar has enabled the documentation of expectations around the teaching of maths sequence and frequency, with video modelling and powerpoints employed and accessible with the Maths Portal along with resources. A PL video, modelled established expectations. A Maths Calculation document has been distributed entailing "How to teach" 4 maths operations A Staff confidence and competence survey has been issued to provide baseline data .comparative Data using the Judgement tool is now available.

Analyzing Semester 1/2 comparative data, 2019 - 65% of students demonstrated growth in Number and Algebra, 69% in measurement and geometry and 65% in statistics and probability. This was below the target of 80% growth for all students.

Maths online assessment data has been collated for 64% % of students providing supporting the establishment of evidence based priority learning goals in maths.

Wellbeing

Positive Climate for Learning

- Setting expectations and promoting inclusion

Promote consistent use of approaches to health, well being, inclusion and engagement

The school aligns its practices to address issues of vulnerability and inclusion. The school's comprehensive safety and wellbeing processes support student learning success and reduce risk. Policies and practices to improve engagement and behavioural climate in classrooms are developed, documented and communicated, including Functional Behaviour Analysis. The schools Student Engagement and Wellbeing Policy has been revised and endorsed with Improved processes for communicating the wellbeing referral process and outcomes. A school wide PBS matrix is displayed in the staff workspace and all classrooms have established classroom expectations around our school values and display the PBS matrix detailing staff, student & classroom expectations. The documented Term 1 Unit of Work focused on explicit teaching of our school values and class rules. PTR's for the playground and transitions have been developed and displayed in Learning Centres. Mojo maintenance is systematically addressed to implement strategies to build collective resilience and promote staff welfare. The Attitudes to School survey was undertaken with a large cohort of students across the school.

2019 POI responses in relation to a positive climate were strong with Student Connectedness 93% endorsement, student safety 88% and classroom behaviour 100%.

School Staff Survey endorsement of school climate module factor shielding and buffering shifting from 34.4 to 37%, 1% below the 38% target and trust in students and parents from 44.1% to 47%, also 1% below the target of 48%.

Growth evidenced in Mojo data sets increased with "Felt Professional Support: shifting from 72% in Semester 1 to 75% in Semester 2 and" Ability to control /influence own mojo" shifting from 74% to 80%.

- Health and well being

Document and implement approaches that promote health and well being.

The Augmentative and Alternative Communication Committee has formed with key representation from groups across the school. The group meet fortnightly and committee members provide feedback around progress against AAC targets. A Baseline survey of staff self efficacy has been completed A Role Statement and Learning vision of AAC has been completed. Processes are in place to ensure new staff AAC Induction is undertaken. The AAC committee learning vision is currently focused on the functional use of ipad and proloquo and the school is making gains in embedding staff and students carrying their devices on their self throughout the day. 63 of the 70 non verbal students within the school have devices for communication. The Health and Wellbeing Committee is established and meets fortnightly. The Health Framework, developed around the Family Planning curriculum content and aligned to the Vic Curric, will be in place for the 2020 school year. Teacher Self efficacy baseline data on how they feel about teaching Health and sex ed has been undertaken. The committee has developed a health and wellbeing policy including "Touch" guidelines Health and Human Relations Units of Work are being documented with initial units complete.

Financial performance and position

The 2019 School Resource Package Budget total of \$5,959,357.70 reflected a cash component of \$230,670 with the remaining amount within credit. The school transferred from credit to cash an amount of 1.2 million in order to operate the Jennings Street School Budget. The 2019 Staffing Profile expenditure at Dec 31st 2019 was \$4,797,392, with the reconciliation of the budget at 31st December 2019 \$11,295.00. The school staffing profile and student enrollment intake are at optimal levels. The current model of school operation, staffing levels and Jennings Street School budgetary requirements will result in very little surplus funds from year to year.

For more detailed information regarding our school please visit our website at
www.jenningsstreetschool.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 Special Schools:  Results for this school:  Median of all Victorian Government Special Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 121 students were enrolled at this school in 2019, 28 female and 93 male.</p> <p>20 percent were EAL (English as an Additional Language) students and ND ATSI (Aboriginal and Torres Strait Islander) students.</p>	
<p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p>	
<p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	
<p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p>	

Performance Summary

Achievement	Student Outcomes																																																																												
<p>Teacher Judgement of student achievement</p> <p>Percentage of students working at each Standard 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>	<div style="text-align: center;"> <h3>Results: English</h3> <table border="1"> <caption>English Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>3%</td></tr> <tr><td>B</td><td>12%</td></tr> <tr><td>C</td><td>18%</td></tr> <tr><td>D</td><td>14%</td></tr> <tr><td>0.5</td><td>8%</td></tr> <tr><td>F - F.5</td><td>13%</td></tr> <tr><td>1 - 1.5</td><td>13%</td></tr> <tr><td>2 - 2.5</td><td>11%</td></tr> <tr><td>3 - 3.5</td><td>5%</td></tr> <tr><td>4 - 4.5</td><td>1%</td></tr> <tr><td>5 - 5.5</td><td>1%</td></tr> <tr><td>6 - 6.5</td><td>0.5%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div> <div style="text-align: center; margin-top: 20px;"> <h3>Results: Mathematics</h3> <table border="1"> <caption>Mathematics Results Data</caption> <thead> <tr> <th>Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>A</td><td>4%</td></tr> <tr><td>B</td><td>11%</td></tr> <tr><td>C</td><td>13%</td></tr> <tr><td>D</td><td>15%</td></tr> <tr><td>0.5</td><td>3%</td></tr> <tr><td>F - F.5</td><td>11%</td></tr> <tr><td>1 - 1.5</td><td>11%</td></tr> <tr><td>2 - 2.5</td><td>13%</td></tr> <tr><td>3 - 3.5</td><td>10%</td></tr> <tr><td>4 - 4.5</td><td>7%</td></tr> <tr><td>5 - 5.5</td><td>1%</td></tr> <tr><td>6 - 6.5</td><td>1%</td></tr> <tr><td>7 - 7.5</td><td>0%</td></tr> <tr><td>8 - 8.5</td><td>0%</td></tr> <tr><td>9 - 9.5</td><td>0%</td></tr> <tr><td>10 - 10.5</td><td>0%</td></tr> <tr><td>11 - 11.5</td><td>0%</td></tr> <tr><td>NA</td><td>0%</td></tr> </tbody> </table> </div>	Level	Percentage	A	3%	B	12%	C	18%	D	14%	0.5	8%	F - F.5	13%	1 - 1.5	13%	2 - 2.5	11%	3 - 3.5	5%	4 - 4.5	1%	5 - 5.5	1%	6 - 6.5	0.5%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%	Level	Percentage	A	4%	B	11%	C	13%	D	15%	0.5	3%	F - F.5	11%	1 - 1.5	11%	2 - 2.5	13%	3 - 3.5	10%	4 - 4.5	7%	5 - 5.5	1%	6 - 6.5	1%	7 - 7.5	0%	8 - 8.5	0%	9 - 9.5	0%	10 - 10.5	0%	11 - 11.5	0%	NA	0%
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Performance Summary

Engagement	Student Outcomes												
<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>	<table border="1"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>Average absence days</td> <td>20.6</td> <td>22.7</td> <td>23.0</td> <td>20.4</td> <td>21.7</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	Average absence days	20.6	22.7	23.0	20.4	21.7
Year	2016	2017	2018	2019	4-year average								
Average absence days	20.6	22.7	23.0	20.4	21.7								
<p>Exit destinations</p> <p>Percentage of students going on to further studies or full-time employment.</p> <p>Note: This measure uses data from the previous year. Data excludes destinations recorded as 'Unknown'.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>4-year average</th> </tr> </thead> <tbody> <tr> <td>% of students to further studies or employment</td> <td>100.0</td> <td>100.0</td> <td>ND</td> <td>ND</td> <td>100.0</td> </tr> </tbody> </table>	Year	2016	2017	2018	2019	4-year average	% of students to further studies or employment	100.0	100.0	ND	ND	100.0
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% of students to further studies or employment	100.0	100.0	ND	ND	100.0								

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019

Revenue	Actual
Student Resource Package	\$4,808,687
Government Provided DET Grants	\$1,127,379
Government Grants Commonwealth	\$2,831
Government Grants State	\$7,175
Revenue Other	\$35,289
Locally Raised Funds	\$28,366
Total Operating Revenue	\$6,009,726

Financial Position as at 31 December, 2019

Funds Available	Actual
High Yield Investment Account	\$1,184,014
Official Account	\$40,764
Other Accounts	\$0
Total Funds Available	\$1,224,778

Equity¹

Equity (Social Disadvantage)	\$18,849
Equity Total	\$18,849

Expenditure

Student Resource Package ²	\$4,802,840
Books & Publications	\$16,688
Communication Costs	\$12,430
Consumables	\$84,245
Miscellaneous Expense ³	\$627,950
Professional Development	\$37,385
Property and Equipment Services	\$207,313
Salaries & Allowances ⁴	\$25,339
Trading & Fundraising	\$14,271
Travel & Subsistence	\$7,415
Utilities	\$42,773
Total Operating Expenditure	\$5,878,648
Net Operating Surplus/-Deficit	\$131,078
Asset Acquisitions	\$0

Financial Commitments

Operating Reserve	\$173,701
Funds Received in Advance	\$18,026
School Based Programs	\$113,698
Asset/Equipment Replacement < 12 months	\$70,000
Capital - Buildings/Grounds < 12 months	\$700,000
Maintenance - Buildings/Grounds < 12 months	\$323,054
Total Financial Commitments	\$1,398,479

(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 26 February 2020 and are subject to change during the reconciliation process.

(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in 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 '*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.

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.