

2018 Annual Report to The School Community



School Name: Ashburton Primary School (4317)



- 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 13 March 2019 at 03:30 PM by Natalie Nelson
(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.

To be attested by School Council President

Ashburton Primary School (4317)

About Our School

School context

Ashburton Primary School is a government education setting, located 12 kilometres East from Melbourne in the Boroondara Local Government Area and is part of the North Eastern Region of Victoria. It has been providing public primary education since 1928 and currently has a student population of 570 from Foundation to Year 6. Our aim is to make every child's educational journey a positive, enriching experience and equip them with the skills to actively contribute to their community.

During the school review process, Ashburton Primary School's vision and values statement was reviewed. The revised Vision Statement is Ashburton Primary School is a dynamic learning community where students are nurtured to grow and flourish. Our purpose is to engage and challenge students to achieve their best.

Our students are expected to:

- *Be Safe
- *Be Respectful
- *Be a Learner

Our imperatives are:

- *Safety, people, culture
- *Organisational capacity and capability
- *Consistent teaching and learning framework

Our approaches are:

- *Positive behaviour
- *Evidence based teaching practice
- *Partnerships
- *High expectations

Context

Action characterises school life at Ashburton Primary School. A dedicated team of professionals apply their skills and knowledge to personalise student's learning and collaborate together, whilst developing strong relationships. Staff surveys confirm a deep satisfaction in the school climate in particular the development of professional knowledge and practice. The culture of a learning community is fostered through educational programs that cater for a range of abilities physically, emotionally, socially and cognitively to ensure our students flourish. This means our students will develop learning habits to ensure success in life.

Ashburton Primary School offers a broad curriculum for its students with explicit focus on Literacy and Numeracy. Ashburton Primary School is proud of its achievements in student learning. Our specific focus on differentiation, emphasising metacognitive thinking and multiple exposure opportunities during Literacy and Numeracy have aided our students to be performing at or above age expected standards in both English and Mathematics according to NAPLAN results. Implementing the Writer's Workshop approach across the whole school, with a particular focus on zoning in on the craft of writing through effective conferencing and mini lessons, feedback and goal setting. Our teacher judgement of student achievement indicates that we are performing well above the median when compared with students in other Victorian Government Primary schools. This has been coupled with a whole school philosophy in numeracy based around the 4 proficiencies and thinking like a mathematician and ongoing focal point with different approaches used to target different year levels needs, including Readers workshop and SMART spelling, has resulted in outstanding results.

The Victorian Curriculum areas of Science, Humanities (history, geography, economics), Health, Civics and Citizenship, Design, Creativity and Technology are taught through an integrated approach titled 'Connected Learning'. Connected Learning is based on the development of students to be actively engaged in their learning as co designers and co learners. 'Big ideas' rather than subject specific content leads students to use their knowledge

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and skills to solve real world, purposeful and authentic problems. They use critical thinking to connect concepts and respond to their learning with action. Each term, the whole school focuses on a 'big idea' and students investigate these concepts at a developmentally appropriate level, meeting mandated curriculum expectations.

Currently all students have weekly sessions in Japanese, Physical Education, Performing Arts, Visual Arts and Library. Dedicated staff members teach all specialist areas. A STEM program has been introduced across all year levels in a staggered approach across the terms. This will look at areas such as 3D design and printing, robotics using the Edison devices and online coding. Focus continues to be on building teacher capacity in using digital technologies, through regular, short professional development sessions and extended, dedicated workshops for all staff. Teachers have also had access to ipads to develop their own skills to engage students in their learning.

Facilities

Our student's educational journey will be enhanced by our new and modernised learning spaces aligned to the exclusively designed developmental programs aimed to meet the needs of 21st Century learners. A total of \$9.3 million has been spent on redeveloping and refurbishing the school through Commonwealth and Federal government grants and school generated funds. Our learning spaces provide an education that is contemporary, relevant and rigorous that allows for team teaching. Three light filled pods of classrooms offer flexible learning spaces, access to presentation areas, wet areas and connect seamlessly with the outside and have been built around a central plaza, looking onto the historical double storey main building. The 4-6 learning suite occupies the upper floor with the lower floor for administrative purposes. The new Arts Precinct houses a purpose built art studio and library. The gymnasium complex includes a full sized basketball stadium adjoined to the Performing Arts Hall, commercial kitchen, dance studio, internal toilets and access to community rooms.

Community

The school has an excellent reputation within the community. The partnership with parents is an integral component of the success of the school. Parents have high aspirations for their children and enthusiastically support programs and fundraising activities. The school community provides strong support for the school through active involvement in School Council, Parents Association, Class Representative System, classroom support for learning programs, camps / excursions and social and fundraising activities. Each year our fundraising activities contribute generously to locally raised funds that support Department of Education funds to run our school. We greatly appreciate the efforts of our school community who show support and enthusiasm for all that occurs within our learning community.

Our school has developed community partnerships to promote engagement and positive behaviours. We have partnered with Rotary to develop the Kitchen Garden project. We continue to work closely with early educator providers to ensure an exemplary Kindergarten to Foundation transition program. Independent parent surveys indicate a high level of satisfaction with the program and parents feel well prepared and informed. Anecdotal feedback from various independent and government schools indicate that students are well prepared for Secondary School. In 2017, 55% attended a government secondary school and 45% to an independent secondary school.

Framework for Improving Student Outcomes (FISO)

2018 FISO Improvement Priorities

- Excellence in teaching and learning
- Positive climate for learning

2018 FISO Improvement Initiatives

- Building practice excellence
- Empowering students and building school pride

It was an exciting time at Ashburton Primary School as we embarked on a renewed direction developing the Strategic Plan 2019-2022. Following a rigorous and productive review process it was agreed that most targets were attained and nearly all actions successfully completed. The agreed highlights were:

*We are a great school that continues to improve.

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- *Sense of community from parents, students and staff including cohesion and a sense of belonging.
- *Students are actively engaged in their learning. Next steps are to focus on student agency.
- *Teachers connect with professional learning. Next steps are to focus on precision and rigour.

The following goals have been agreed upon (Strategic Plan 2019-2022):

- *Improve student learning growth.
- *Develop student voice, leadership and agency to empower student learning.
- *Strengthen student connectedness and engagement.

Achievement

Student Achievement goals

Our focus in 2018 was to improve student outcomes in Numeracy and writing from Prep- Year 6. Targets were set to increase the percentage of year P-6 students above expected Victorian Curriculum standards (this equates to 6-12 months ahead) using teacher judgement in Literacy and Numeracy.

2018 YP-6 Writing Target 54% / Achieved 50%
2018 YP-6 Reading Target 70%/ Achieved 70%
2018 YP-6 Number Target 63%/ Achieved 57%

Improve the percentage of Y3 students at or above a NAPLAN band 5

2018 targets

Writing 58.3%/ Achieved 68%
Spelling 63.8%/ Achieved 65%
Number 68.2 %/ Achieved 70%

Improve the percentage of Y5 students at or above a NAPLAN band 7

2018 targets

Writing 38.3%/ Achieved 36%
Spelling 63.8%/ Achieved 66%
Number 68.2 %/ Achieved 49%

Relative Growth trend Y3 to Yr 5 in Numeracy

Decrease low growth to 7%

We did not achieve this, so this will continue to be a focus for 2019.

Highlights

Appointment of Learning Specialist to ensure the latest research in numeracy understanding is being applied by teachers with a focus on the four proficiencies of fluency, reasoning, understanding and working mathematically.

Whole school professional learning focus on Writer's Workshop and numeracy.

Weekly planning in year level teams to ensure consistency and quality of teaching practice.

Professional Practice Days used strategically to build teacher capacity to maximise learning and teaching.

Whole school spelling approach using SMART Spelling.

Essential Assessments used as a basis for moderating, assessing and planning to student point of need.

Future directions

The implementation of Professional Learning that meets individual needs based on HITS with a particular focus on differentiated teaching and metacognitive strategies.

The revision of the whole school assessment schedule reflecting a consistent approach to assessment F-6.

Develop consistent planning documentation.

The implementation of the school instructional model.

Document and share roles for leadership team, Learning Specialist, SIT team, Action Research Teams and Office

Ashburton Primary School (4317)

team.

Engagement

Student Engagement goals

Our focus in 2018 was to provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community

Targets were set to monitor the engagement and agency of students

ATOSS 2018 Self regulation and goal setting target 93.5% positive / Achieved 83%

ATOSS 2018 Student voice and agency target 72.6 % positive / Achieved 67%

Parent Opinion Survey 2018 Stimulating Learning Environment target 78.1 % positive / Achieved 79%

Staff Opinion Survey 2018 Believe engagement is key to learning target 90.4% / Achieved 100%

Highlights

Improvement in teacher judgement on critical thinking.

Students and staff using a variety of learning technologies to consume, create and produce.

Progress towards BYOD implementation for Year 3 and 4 in 2019.

Evolve our whole school approach to Connected Learning using MAPPEN as the documented curriculum.

Review current content of specialist areas to be more inclusive of STEM.

Future directions

The implementation of Professional Learning that meets individual needs based on HITS with a particular focus on feedback and metacognitive strategies.

Ensure the Rich Assessment Task is achieved as outlined in MAPPEN.

Use the planned curriculum as outlined in MAPPEN to delivery Victorian Curriculum learning outcomes in all areas.

Co-construct, share and evaluate student learning goals in literacy and numeracy.

Wellbeing

Student Wellbeing goals

Our focus in 2018 was to empower students and building school pride with a focus on respect.

Targets were set to monitor the wellbeing of students

ATOSS 2018 Resilience target 86.9% positive / Achieved 83%

ATOSS 2018 Managing Bullying target 89.1% positive / Achieved 81%

Highlights

Evaluate and co-create our Student Engagement and Inclusion policy with input from staff, students and parents

Be able to see all community members demonstrate respect and value the views of others

Future directions

Lead the implementation of School Wide Positive Behaviour that meets the needs of the entire school community.

Ensure appropriate time is given to the SWPBS team to develop the framework, communicate with staff and attend relevant PD.

Collect and collate input from students and staff to create school behaviour matrix.

Be able to observe changes in student behaviour.

Be able to see staff recognise positive student behaviours.

Be able to see Student Leaders articulating the success to the student body at assemblies.

Be able to hear all staff using the language in the SWPBS framework.

Financial performance and position

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Each year the Ashburton Primary school Finance Committee seeks to implement a balanced budget, with expenditure items directed towards supporting the learning environment for our students. we have achieved our aim through the tireless commitment of the parent community in its fundraising efforts and sound financial management practices. The surplus indicated has been allocate for further playground equipment and landscaping upgrades in 2019.

For more detailed information regarding our school please visit our website at
<https://ashburtonps.vic.edu.au/>

Draft

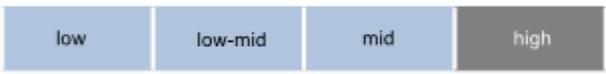
Performance Summary

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

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

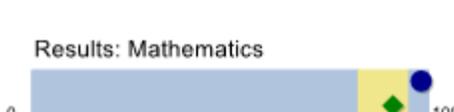
Members of the community can contact the school for an accessible version of these data tables if required.

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

School Profile	
<p>Enrolment Profile</p> <p>A total of 569 students were enrolled at this school in 2018, 283 female and 286 male.</p> <p>11 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

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

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

Performance Summary

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

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

Performance Summary

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

Achievement	Student Outcomes	School Comparison																								
<p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1" style="margin: auto;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>13%</td> <td>45%</td> <td>42%</td> </tr> <tr> <td>Numeracy</td> <td>35%</td> <td>40%</td> <td>26%</td> </tr> <tr> <td>Writing</td> <td>14%</td> <td>47%</td> <td>39%</td> </tr> <tr> <td>Spelling</td> <td>18%</td> <td>42%</td> <td>40%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>26%</td> <td>40%</td> <td>34%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	13%	45%	42%	Numeracy	35%	40%	26%	Writing	14%	47%	39%	Spelling	18%	42%	40%	Grammar and Punctuation	26%	40%	34%	<p>NAPLAN Learning Gain does not require a School Comparison.</p>
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Performance Summary

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

Engagement	Student Outcomes	School Comparison														
<p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p>	<p>Results: 2018</p> <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p> <p>Few absences <-----> Many absences</p> <table border="1" data-bbox="550 913 1027 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>94 %</td> <td>94 %</td> <td>93 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> <td>94 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	94 %	94 %	93 %	94 %	94 %	94 %	94 %	<p> Similar</p> <p> Similar</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
94 %	94 %	93 %	94 %	94 %	94 %	94 %										

Performance Summary

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

Wellbeing	Student Outcomes	School Comparison
<p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>
<p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>	<p>Results: 2018</p>  <p>Results: 2017 - 2018 (2-year average)</p> 	<p> Similar</p> <p> Similar</p>

Financial Performance and Position

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

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018		Financial Position as at 31 December, 2018	
Revenue	Actual	Funds Available	Actual
Student Resource Package	\$4,087,336	High Yield Investment Account	\$28,980
Government Provided DET Grants	\$471,074	Official Account	\$43,694
Government Grants Commonwealth	\$17,169	Other Accounts	\$148,680
Revenue Other	\$25,381	Total Funds Available	\$221,354
Locally Raised Funds	\$783,733		
Total Operating Revenue	\$5,384,692		
Equity¹			
Equity (Social Disadvantage)	\$10,046		
Equity Total	\$10,046		
Expenditure		Financial Commitments	
Student Resource Package ²	\$3,957,192	Operating Reserve	\$26,501
Books & Publications	\$3,616	Other Recurrent Expenditure	\$4,908
Communication Costs	\$5,233	Funds Received in Advance	\$114,073
Consumables	\$113,048	School Based Programs	\$9,801
Miscellaneous Expense ³	\$317,692	Capital - Buildings/Grounds < 12 months	\$66,071
Professional Development	\$47,181	Total Financial Commitments	\$221,354
Property and Equipment Services	\$317,107		
Salaries & Allowances ⁴	\$284,812		
Trading & Fundraising	\$126,320		
Travel & Subsistence	\$1,328		
Utilities	\$55,043		
Total Operating Expenditure	\$5,228,572		
Net Operating Surplus/-Deficit	\$156,120		
Asset Acquisitions	\$9,049		

(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 04 March 2019 and are subject to change during the reconciliation process.

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

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

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

How to read the Annual Report

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

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

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

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

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

The Performance Summary reports on data in three key areas:

Achievement

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

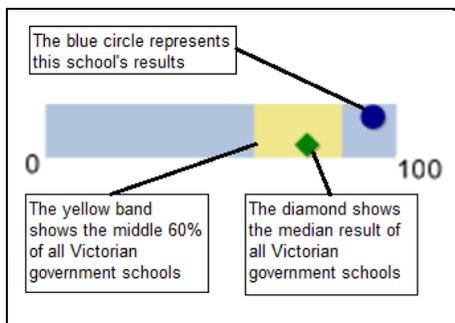
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
 - Sense of connectedness
 - Management of Bullying

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

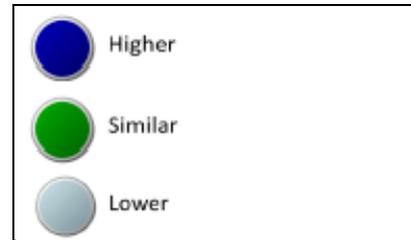


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

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



More information on School Comparison performance measures can be found at:

<http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

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

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

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

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

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

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

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