

2019 Annual Report to The School Community



School Name: Wallarano Primary School (5055)



- 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 15 October 2020 at 01:41 PM by Gail Doney (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 18 October 2020 at 12:54 PM by Tracy Beauchamp (School Council President)

About Our School

School context

Wallarano Primary School is a large multicultural primary school situated in Noble Park. The school services a culturally rich community of 692 students [324 female and 368 male] with over 40 nationalities, of which 65% are from a non-English speaking background and speaking a total of 45 different languages and 1% Aboriginal or Torres Strait Islanders. The schools socio-economic band value is Low with a Student Family Occupation [SFO] index of .6424 and a SFOE of .5358. 38% of families receive the CSEF. The school is committed to providing a rich, relevant curriculum that promotes lifelong learning, local and global citizenship and enables students with the attributes necessary to thrive in the 21st century. Digital Technology is a fundamental component of Wallarano's teaching and learning, where state of the art technology and professional learning equip teachers with transformative skills and develops students that are innovative and confident in an ever changing digital world. The school values – Respect, Learning, Teamwork and Honesty- are embedded into the learning design at Wallarano Primary School. Each value is explicitly taught to all students defining what they mean and what behaviours demonstrate them.

Over the years, the school community has developed special purpose facilities to enhance the teaching and learning program and the options available for children. These include:-Information & Communications Technology, Digital Technologies; Speech Therapy, Occupational Therapy, Integration/Bridges Tutor Program; Maths/Literacy Assistance; Hall/Gymnasium with stage; Visual Arts room; Performing Arts room; and a multi-sensory room . The 'Before and After School Care' program is operated on site by OSH Club, a registered care provider. The school has three Principal Class Officers, 44 teachers (37 EFT), two full time Speech Therapist, one full time child psychologist/Student Well-being Officer; one part time occupational therapist, three Administration Staff, 30 Education Support employees [including 2 multi-cultural aides and two ICT Technicians]. The 2019 Parent Satisfaction rating at 92% and student attendance at 93% are higher than the State averages. The school has a large integration program with 47 funded students and over 100 students with Language Disorder. Inclusion and equity for all students is a major emphasis for children with additional needs - high achievement; low achievement; Living out of Home; Koori; medical conditions and PSD Funded - all having Individual Learning Plans to ensure personalized and individual attention is given to all learning needs.

Framework for Improving Student Outcomes (FISO)

Excellence in Teaching and Learning

Building Practice Excellence:

- STEM [Science Technology, Engineering and Mathematics]: Throughout 2019 the school focus was on the high quality implementation of the STEM initiative. The long term 4 year goal is to have digital technologies embedded into the curriculum design, especially for numeracy and science, to promote critical and creative thinking, enhance and develop problem solving skills and to promote collaborative learning and innovation. The plans for 2019 focussed on introducing the design thinking model and the Kath Murdoch Inquiry Model to enhance critical thinking skills and problem solving. This included developing the curriculum into STEM and Humanities Units of Work designed to incorporate digital technologies and supported by the development of rubrics for teacher and student evaluation. This was assisted through our Digital Technologies Learning Specialist and school educational consultant. In Numeracy, Number Talk was introduced to selected classrooms for trial. This successful learning approach was then adopted by all year levels. Number talk focuses on building students reasoning skills in Numeracy which works in conjunction to develop students metacognition skills. The 2020 focus will be to further develop students' ability to engage in rich learning tasks in Numeracy and STEM - developing their critical and creativity skills.
- Literacy: The Strategic four year goal in Literacy is to improve the literacy skills of all students that will support their wellbeing and strengthen their development in thinking mathematically and scientifically. The implementation of the VCOP and Big Write program across Foundation to Year 6 has continued throughout 2019. The High Impact Teaching Strategies continued to be embedded in all lessons to enhance authentic rich learning tasks for all students – learning intentions/success criteria; setting goals; structuring lessons; differentiation; collaborative learning; worked examples [steps required to complete a task or solve a problem]; multiple exposures [provide students with multiple opportunities to encounter, engage with, and elaborate on, new knowledge and skills]; high quality questioning; feedback; and

metacognitive strategies [strategies to teach students to think about their own thinking]. A number of intervention approaches support student literacy development: MiniLit; MacLit, Bridges Tutor Program, Speech Therapy and Occupational Therapy. The key improvement strategies for 2020 will be the continued development of writing for both teachers & students, and the curriculum and assessment understandings in reading. All students will continue to be empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which will equip them with knowledge, skills and dispositions for lifelong learning.

- Empowering Students and Building School Pride

The four year Strategic goal is to develop Student Agency, including Student Intellectual Engagement, self-awareness and resilience. The students at Wallarano are empowered through a 21st Century pedagogy. Students work with teachers to set their own learning goals in Literacy and Numeracy and these goals are updated as they are achieved. Foundation to Grade 3 have been using feedback stamps to assist students in monitoring and articulating their learning. Grade 4 -6 students have been reflecting on the lessons' learning intentions and success criteria and their Inquiry rubrics to monitor and articulate their learning. This assists to individualise learning. Learning is differentiated in a variety of ways including workshops that teachers collaboratively plan to challenge students and move them forwards in their thinking and learning. Teachers and students across all levels participated in Student Led Conferences for mid-year interviews, where all students were able to give powerful feedback on their learning through articulating their learning goals and reflecting on future areas of improvement. Both parents and students immensely enjoyed discussing and celebrating their learning and parents were able to provide powerful feedback on their child's learning progress. The school continues to have a major focus on the Wilson McCaskill 'Play Is The Way' approach that teaches self-awareness, resilience, empathy and understanding of others. This is enriched by the Wallarano Behaviour Education Policy and guided by our full time psychologist and Well-being Learning Specialist.

Achievement

The academic achievements of Wallarano students in 2019 are indicative of the differentiated and high quality teaching and learning programs embedded throughout the school. The achievement levels, as assessed by teachers against the Victorian Curriculum, are above the State average range in Numeracy and Literacy .

The majority of students with disabilities are diagnosed with ASD. All 47 students a had Individual Education Plans with 97% achieving their personal learning goals and 30% are working at the expected level of the Victorian Curriculum. NAPLAN results indicate that the Grade 3 student results are similar to like schools in Literacy and slightly below in Numeracy. This is not unexpected as the majority of students, on their enrollment at the Foundation level, at Wallarano, consistently receive an entry level of two years below the expected school entry standard as tested through the government Literacy and Numeracy Early Years on line tests. The Grade 5 NAPLAN Numeracy and Literacy results demonstrate Wallarano students achieving above the State medium. Evidence of the exemplary teaching at Wallarano.

NAPLAN Learning Gain for students from Grades 3-5 indicates 49% of students achieving high gain growth in Numeracy and an impressive 84% of students in medium to high growth.

The future plans for 2020, and beyond, will see the continued implementation of these successful Literacy teaching and learning approaches along with a more explicit and comprehensive focus on oral language skills – speaking and listening for younger students and further developing Public Speaking skills for senior students. Reading will also have a very high focus for teacher and student learning. The 2020 numeracy focus will be on the continued development of numeracy proficiencies and skills for all children.

Engagement

Wallarano has experienced great success in student engagement through the implementation of a number of initiatives such as inquiry learning, student goal setting and building its practices in the use of technology. Every student's educational path, curriculum, instruction, and schedule is personalised to meet her/his learning needs. Student attendance is at an outstanding level with every year level having 92% or higher attendance rate for the year. The senior grades 5-6 have the highest attendance at 94% .This is outstanding in comparison to the State average and those of similar schools. This is clear evidence that Wallarano students are engaged in their learning and feel safe and secure in the school environment. Parent satisfaction with the school is extremely high - positive endorsement at 92 % and student connectedness to school is at 82%.

Wallarano will continue to provide a stimulating and engaging learning environment in 2020 and will further enhance learning through the development of student voice, choice and leadership. All Grade 6 students will engage in a leadership program called 'Leading without a Badge' and all students Grades Foundation -6 will be engaging in Integrated/ STEM inquiry units where all students will engage in topics of interest and learn how to work collaboratively with their peers to investigate topics and deepen their own learning. Lunch time clubs will be further developed with the students taking the lead by planning and supporting a large variety of clubs.

Wellbeing

Wallarano Primary School is committed to safety and wellbeing of all children and young people. This is be the primary focus of our care and decision-making, with particular attention paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability. Wallarano Primary School has zero tolerance for child abuse. Wallarano Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Every person involved in Wallarano Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make. Having a positive partnership with parents is a high priority and is achieved through open communication, information sessions; Parenting Tips published in the school newsletter, Parenting Education sessions, Training of Bridges tutors and ongoing English classes offered to NESB groups. Strategies to support and improve student wellbeing include Behaviour Education, self regulation, constant monitoring of attendance and all staff ensuring school is a safe, engaging and inclusive place for all students.

Wallarano has achieved outstanding results in the area of student wellbeing through giving high priority to the emotional and social development of all students. High student attendance, the ACER Social and Emotional Wellbeing Survey 2019 results being well above National benchmarks at all levels, the classroom and playground behaviour records being exceptionally positive and suspension and expulsion at zero are strong evidence of this. The 2019 Attitudes to School survey in the area of Student Connectedness to School is at 82%. The schools emphasis in everyday activities, in every classroom, is to build every students intellectual engagement, self-awareness and resilience. In 2019 a specialist Health program focussed on building student emotional intelligence and awareness of personal health - physical and mental. Student playground and classroom behaviour records are monitored weekly; and the school has a high focus on 21st Century pedagogy for learning, concentrating on collaboration and student voice to ensure students feel they are being heard. In 2020 the program will be expanded to incorporate Respectful Relationships, a Tiered Approach to Intervention and Breakfast Club.

Financial performance and position

Expenditure in 2019 included investment in the future technologies for education resulting in: 1:1 iPads for all students Grades 3-6 and pods of 50 iPads for all grades F-2; a new server; various forms of robotics and exemplary maintenance of present technologies e.g. Interactive Whiteboard projectors. We continued to further resource the digital technology program across the school to support students' critical and creative thinking as well as thinking mathematically and scientifically. A significant budget was allocated to teacher professional development in line with the research knowledge that identifies the most significant factor in a child receiving an excellent education is the quality of the teacher. Equity Funding has been spent on the three FISO priorities for Wallarano in 2019 – STEM, Literacy and Student Agency to ensure disadvantage is addressed for all students: exposing all students F-6 to cutting edge technologies and teaching and learning experiences. In addition the school continues to allocate funds to subsidise excursions to ensure all children have access to high quality experiences. A major building works project is still in the planning phase and accounts for the Wallarano surplus due to the allocation of significant funds being tagged for future plans in 2020, and beyond, that include: the refurbishment of the student and staff toilets; the construction of a STEM/Health and Nutrition room; renovations to the administration area, replacement of the corridor roof and rotting windows in Building A and the installment of shading over the Gumnut Garden and community BBQ area. The school is currently working with the Victorian Schools Building Authority to employ a project manager so works can commence as soon as possible.

For more detailed information regarding our school please visit our website at <http://wallarano-ps.vic.edu.au/>

Performance Summary

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

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

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

SCHOOL PROFILE

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

Enrolment Profile

A total of 692 students were enrolled at this school in 2019, 324 female and 368 male.

65 percent of students had English as an additional language and 1 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)	88.7	85.8	79.2	92.0

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)	77.2	79.5	68.5	87.9

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.

“Similar School Comparison” is a way of comparing school performance to similar schools in Victoria that takes into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school. . Possible Similar School Comparison values are ‘Similar’, ‘Above’ or ‘Below’ relative to the similar schools group with similar characteristics.

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	Similar School Comparison
Domain	Percent	Percent	Percent	Percent	
English	88.0	89.7	81.7	95.0	Above
Mathematics	88.2	90.3	81.8	95.8	Above

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	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (latest year)	67.0	76.5	60.0	90.0	Similar
Year 3	Numeracy (latest year)	51.9	67.7	50.0	84.6	Below
Year 5	Reading (latest year)	59.2	67.6	50.0	83.1	Above
Year 5	Numeracy (latest year)	62.5	59.3	41.2	76.4	Above

NAPLAN top 3 bands (4 year average)		School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
Year Level	Domain - measure	Percent	Percent	Percent	Percent	
Year 3	Reading (4 year average)	73.2	73.0	59.7	84.9	-
Year 3	Numeracy (4 year average)	61.2	67.1	52.4	80.7	-
Year 5	Reading (4 year average)	61.8	64.1	50.0	77.8	-
Year 5	Numeracy (4 year average)	62.6	56.3	40.7	71.7	-

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'.

There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.

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 Gain	Medium Gain	High Gain
Domain	Percent	Percent	Percent
Reading	30.7	55.7	13.6
Numeracy	16.3	34.9	48.8
Writing	19.3	63.6	17.0
Spelling	28.6	48.8	22.6
Grammar and Punctuation	22.6	45.2	32.1

ENGAGEMENT

Average Number of Student Absence Days

Absence from school can impact on students' learning. A Similar School Comparison rating of 'Above' indicates this school records less absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' 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	Similar School Comparison
	Number	Number	Number	Number	
Average number of absence days (latest year)	14.6	16.3	13.9	19.4	Above
Average number of absence days (4 year average)	13.4	15.5	13.5	18.2	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Percent						
Attendance Rate (latest year)	92	92	92	92	93	94	94

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	82.2	80.9	71.8	88.9	Similar
Percent endorsement (3 year average)	82.2	81.4	73.9	88.1	-

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	Similar School Comparison
	Percent	Percent	Percent	Percent	
Percent endorsement (latest year)	76.4	81.6	72.2	90.0	Below
Percent endorsement (3 year average)	77.9	81.7	74.4	89.1	-

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2019

Revenue	Actual
Student Resource Package	\$7,048,073
Government Provided DET Grants	\$988,509
Government Grants Commonwealth	\$7,605
Government Grants State	\$0
Revenue Other	\$27,730
Locally Raised Funds	\$212,366
Capital Grants	\$0
Total Operating Revenue	\$8,284,284

Equity ¹	Actual
Equity (Social Disadvantage)	\$887,572
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$887,572

Expenditure	Actual
Student Resource Package ²	\$6,395,217
Adjustments	\$0
Books & Publications	\$11,242
Communication Costs	\$6,665
Consumables	\$166,233
Miscellaneous Expense ³	\$430,276
Professional Development	\$70,144
Property and Equipment Services	\$399,893
Salaries & Allowances ⁴	\$259,391
Trading & Fundraising	\$59,412
Travel & Subsistence	\$5,065
Utilities	\$72,082
Total Operating Expenditure	\$7,875,619
Net Operating Surplus/-Deficit	\$408,665
Asset Acquisitions	\$130,294

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$1,439,325
Official Account	\$59,263
Other Accounts	\$0
Total Funds Available	\$1,498,588

Financial Commitments	Actual
Operating Reserve	\$235,384
Other Recurrent Expenditure	\$25,739
Provision Accounts	\$0
Funds Received in Advance	\$36,978
School Based Programs	\$14,776
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$143,000
Capital - Buildings/Grounds < 12 months	\$800,000
Maintenance - Buildings/Grounds < 12 months	\$12,031
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$230,680
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,498,588

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 26 Feb 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 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 SIMILAR SCHOOL COMPARISON REFER TO?

The Similar 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 socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is '**Similar**', '**Above**', or '**Below**' relative to the similar schools group with similar characteristics and is available for latest year data only.

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, Community Schools and schools that changed school type recently, 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').