

2019 Annual Report to The School Community



School Name: South Melbourne Park Primary School (5562)



- 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 18 March 2020 at 11:14 AM by Rosemary Cosentino (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 22 July 2020 at 09:10 AM by Mark Vassarotti (School Council President)

About Our School

School context

2019 is the founding year of South Melbourne Park Primary School. It opened its doors with 122 students, 46 females and 76 males. 18 percent of students had English as an additional language. The school had four prep classes and one multi-age class with students ranging from Year 1 to Year 6. The staff profile consisted of two Principal Class, six generalist teachers, five part-time specialist teachers, (equating to 10.6 full-time teachers) and five Education Support Staff (equating to 2.1 full time staff). The overall school's socio-economic profile is based on school's Student Family Occupation and Education Index (SFOE) which takes into account parents' occupation and education. South Melbourne Park's Index is 0.1604 placing the school in the high band level when compared to the state median index of 0.4241.

Located in Albert Park Reserve, South Melbourne Park Primary School offers students modern learning facilities in a unique heritage setting, surrounded by parkland and one of Melbourne's leading sports precincts. The historic Albert Park Signal Depot and Drill Hall buildings have been re-purposed as specialist learning spaces for art, science, technology, music and exhibitions. The heritage part of the school sits alongside a new state-of-the-art discovery learning block, designed for 21st century teaching methods, a gym with a competition-grade netball and basketball court.

The school has flexible teaching spaces, allowing us to design a curriculum that inspires curious minds. Students are grouped according to their levels as they learn literacy, numeracy and inquiry skills. Specialist programs in Literacy Support, Science, Technology, Engineering and Mathematics (STEM), Visual Arts, Performing Arts and Physical Education and Sport complement class programs. Further opportunities for students are provided through a range of support and extension programs, including coding club, choir, instrumental music and vocal singing program, chess, yoga, robotics, taekwondo, soccer, tennis, basketball, garden and Lego club.

Our vision is a place to inspire a new generation of curious minds. We nurture children to develop self-belief, and a thinking mindset that empowers them to live an abundant and successful life. We achieve this through our cultural values;

- Kids at the heart (We are here for the students)
- Where children love to be (We nurture joy in learning)
- A step ahead (We raise the bar to inspire each other)
- Play, as a team (We collaborate and thrive together)
- Learning doesn't just happen at school (We connect with our community and beyond).

Our educational philosophy is grounded in social and emotional well being, and we equip children with the tools to become resilient, self-motivated, and engaged participants in their learning journey. The learning philosophy is guided by evidence-based and international best practice, including a Thinking Culture, Growth Mindset and Student Led Learning. The school focuses on creating engaging and authentic learning experiences where children experience purposeful and powerful learning. Sparking and provoking curiosity is what we do every day. In our quest to develop as a Thinking Culture School, the school introduced students to the 16 Habits of Mind. The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society. The Habits of Mind help children to become more intelligent and successful adults in later years.

Framework for Improving Student Outcomes (FISO)

South Melbourne Park identified 'excellence in teaching and learning' and 'vision, values and culture' as Key Improvement Strategies in 2019. As a brand-new school, we recognised building relationships with the students, parents and community as important work. We also wanted to set the benchmark for quality teaching and learning, and a cycle of continuous improvement through the introduction of Professional Learning Communities (PLC).

The school developed general norms and protocols, however, this needs to be further refined to capture the

behaviours, specifically articulate 'what these norms look like in action'. We are well on our way with living the school brand. All touch points are identified, school documentation, website, school tours, parent information nights reflect the school's cultural values. We engaged an educational consultant to introduce the 16 Habits of Mind. These thinking dispositions are explicitly taught to students and integrated within the curriculum. To assist the social and emotional well being of students we introduced School Wide Positive Behaviour Framework, this included staff training in Zones of Regulation and Circle Time.

We chose Reading as the literacy focus because our students come from diverse cultural and social economic backgrounds. Staff trained in Teaching Handwriting and Spelling Strategies (THRASS) and Professional Learning Communities. The school employed a Literacy Intervention teacher to assist students needing additional help. 2020 will see the establishment of PLC's where teachers collaborate, share expertise and focus on improving student outcomes.

Achievement

In the interim School Strategic Plan we focused on a goal of maximising the learning and growth in Literacy for each student. In order to achieve this, we needed to 'develop a guaranteed and viable curriculum in Literacy with a particular focus on Reading', as we know that reading is the foundation for all future learning for our students. To achieve this goal we targeted two Key Improvement Strategies, which were to 'document the curriculum in Reading' and to 'develop an agreed pedagogical approach and instructional model for the teaching of Reading'.

Via extensive research into the instruction of reading and what other local schools have found successful, we decided to train all our staff in Teaching Handwriting, Reading, and Spelling Strategies (THRASS). We have employed a literacy intervention and support specialist to create and run a program for students experiencing greater difficulties in developing their literacy. We have trained, as a whole staff, in Professional Learning Communities (PLC), which is a method of planning and working together to ensure that teaching and learning is consistent and focused on student outcomes. Finally, we have invested in releasing our literacy leaders to develop assessment schedules and common planning documentation.

Our 2019 teacher judgement data indicates that we are reporting at above the state average in both Reading and Numeracy, which is comparable to similar schools. For Reading we reported 97.7% students as above the expected level, compared to the state mean of 89.7%. For Mathematics, our school reported 97.6% of students as above the expected level compared to the state mean of 90.3%.

For Year 3, we achieved 100% of students in the top 3 bands in Reading, 75% of which were in the top 2 bands. For Numeracy we achieved 87.5% of students in the top 3 bands, 25% of which were in the top 2 bands. It is important to note that these results are based on small numbers (8 Year 3 students) sitting NAPLAN in 2019.

Due to the lack of sufficient Year 5 students, we are unable to represent the aggregated achievement data anonymously.

Proposed future directions and strategies:

- Whole staff training in SMART spelling: a consistent approach to the teaching of spelling
- Establishment of a Literacy Key Improvement Team to lead the development of literacy curriculum
- Ensuring targeted point of need teaching so that students are learning at their individual level

Engagement

Student engagement is an enormous focus for South Melbourne Park Primary School, and improving Student Agency and Connectedness to learning is one of our strategic plan goals.

Our community is quite diverse, with a large number of students from culturally diverse backgrounds, 18 percent having an EAL background, and a transient student population. Our attendance data is below the state, averaging 17.9

days absent per student compared with the state average of 16.1 days per student. This is heavily due to families that are attending the school for a short period while on business trips, as well as affluent families (our SFOE 0.1604) that return to their home countries or elect to go on extended holidays during school time. Furthermore, our late arrivals data is particularly high with families who choose to bring their child to school after learning time has commenced. We believe this is due to many of our families being first time parents and not understanding the importance of punctuality of attendance.

Strategies that we have implemented to improve and address attendance concerns are:

- A constant presence in the newsletter concerning 'every day counts'
- Same day notification of student absence for all students
- Regular positive reinforcement of attendance by classroom teachers
- Connection of families at need with Skinners Playground and their Before and After School Program
- The creation of a breakfast club to encourage on time attendance
- Continued messaging of the importance of consistent attendance with parents

One of our 2019 School Strategic P goals was 'to develop and promote school vision and shared values with the students, staff and community', and a highlight for our school is that our parent opinion survey results were above the state. The school has clearly promoted a consistent vision and shared values with our community and parents are generally satisfied with the school to a high degree of 88.1 per cent endorsement when compared to the state mean of 85.8.

Strategies that we will implement in 2020 to further develop engagement at South Melbourne Park Primary School:

- Whole school approach to student agency in learning, based on the work of John Spencer and A.J. Juliani (LAUNCH)
- Continued refinement of communication protocols using Compass
- To further emphasise and reinforce the importance of school attendance, along with educating parents about the impact absenteeism has on student learning and well being
- Continued promotion of the school vision and values, including use of consistent language school wide
- Supporting families and friends and opportunities for families to connect outside of school

Wellbeing

We started our journey towards becoming a School Wide Positive Behaviour Support (SWPBS) school at the beginning of 2019, and have made significant progress in the development of our school wide expectations and behaviour support systems. We have trained staff in Zones of Regulation and Circle Solutions as both pro-social behaviour and emotional self-regulation supports.

We have heavily promoted active travel, and to this end we joined the Healthy Tracks Project. Part of this project we secured, among other things, extra bike racks to be installed near the school, mapping of the safest routes for walking, riding or scooting, extra crossing supervision, and the installation of the school logo on the footpaths along these routes.

Both the variables of 'sense of Connectedness' and 'Management of Bullying' were below the state average in percent of positive endorsement in the Student Attitudes to School Survey. For the variable of 'Sense of Connectedness' we had 65% positive endorsement, compared to the state of 80.9%. For the variable of 'Managing Bullying' we had 72% positive endorsement compared to the state of 81.6%. However, it is worth mentioning that 14% responded with a (or have had no experience of bullying to judge the school on) and 14% have had a not positive experience. In 2019 we had 12 students between Years 4 and 6 who were involved in the survey, 5 of which were only temporarily at South Melbourne Park Primary School.

Strategies that we will implement in 2020 to further develop well being at South Melbourne Park Primary School:

- Implement Positive School Wide Behaviours Framework
- Circle Solutions across the whole school to allow for explicit teaching of pro social skills, including training new

staff

- Zones of Regulation across the whole school to support student emotional self-regulation, including training new staff. parent information programs concerning Zones of Regulation and other school based well being initiatives
- Developing an Autism Awareness Week event to raise awareness
- Further exploration of the School Expectations for students
- Enhanced used of the Friendship Tree with student Well being Leaders and Peer Mediators
- Student Voice Teams (SVT) to further enable student agency in learning and connectedness to the school

Financial performance and position

South Melbourne Park Primary School began its first year of operation in 2019, with 125 students. The school was in a unique financial situation in that there were not previous year's surpluses to rely on. The school relied heavily upon Government funding through Establishment funds (\$472,590) and the Student Resource Package (\$121, 603) to support the purchase of furniture & equipment, learning resources, classroom curriculum materials & supplies, along with Sporting, Visual & Performing Arts and STEM equipment to be able to support student learning needs. Parent Payments through the 2019 School Account were vital to further support the financial needs of the school. Again, these funds assist with the purchase of curriculum consumables and learning materials, leased equipment such as laptops/ iPads and Smartboards. Contributions of \$5,928 to the Building Fund will be used for the establishment of the Kitchen Classroom program and modifications required to the Canteen facility. Library Fund payments of \$6,450 were used to acquire books for the library and classroom reading programs and additional shelving in the Library.

An active Families & Friends group provided valuable fundraising efforts of \$23,000 which will be used to fund a new Playground adjacent to the school. This project will continue to be a focus for our fundraising efforts in 2020. Local Government Grants of \$2,481 were received which reduced the costs of fundraising events, therefore increasing revenue.

Australian Sporting Schools Grant funds of \$9,300 enabled specialised coaching and equipment purchases for the Physical Education program.

The Department of Education & Training provided \$14,973 in funding for the professional development of our Teaching Staff in the Professional Learning Communities Program.

Through the hiring of facilities, predominantly the Gym, additional revenue of \$65,000 allowed for the cash budget to remain in surplus and provide the school with a much needed, source of revenue.

South Melbourne Park Primary School faces financial challenges in the years ahead as we continue to grow our student population, more equipment and resources will be needed. Expenses such as utilities and maintenance requirements will also increase, adding to our costs. Government funding will assist, but there is also a great need for family support through payment of the School Account. Our Student Family Occupation Index (SFO) suggests that the majority of families in our school are in a position to be able to support the school through parent payments. A cautious approach to spending will continue in order to maintain a cash budget surplus. In 2020, a small cash surplus is anticipated. South Melbourne Park Primary School is committed to delivering a high-quality education to our students, enhanced by well-maintained facilities and equipment so that our students continue to thrive in a 21st century learning environment.




For more detailed information regarding our school please visit our website at
<https://www.southmelbparkps.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 Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

School Profile	
<p>Enrolment Profile</p> <p>A total of 122 students were enrolled at this school in 2019, 46 female and 76 male.</p> <p>18 percent were EAL (English as an Additional Language) students and 0 percent 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	Similar 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>Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■ Results for this school: ● Median of all Victorian Government Primary Schools: ◆</p> <p>Results: English</p>  <p>Results: Mathematics</p> 	<p>Key: Similar School Comparison ● Above ● Similar ● Below</p> <p>Similar ●</p> <p>Similar ●</p>

Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar
		 Below	
Achievement	Student Outcomes	Similar 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>Above </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>No Data Available</p> <p>No Data Available</p>	

Performance Summary

Achievement	Student Outcomes	Similar 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>	<p>Reading No Data Available</p> <p>Numeracy No Data Available</p> <p>Writing No Data Available</p> <p>Spelling No Data Available</p> <p>Grammar and Punctuation No Data Available</p>	<p>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.</p> <p>Statewide Distribution of Learning Gain (all domains)</p> <table border="1"> <caption>Statewide Distribution of Learning Gain (all domains)</caption> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Gain Level	Percentage									
Low	25%									
Medium	50%									
High	25%									

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: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar 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>Similar School Comparison 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.</p>	<p>Results: 2019</p> <p>Few absences <-----> Many absences</p> <p>Results: 2016 - 2019 (4-year average)</p> <p>Few absences <-----> Many absences</p>	<p>Below ●</p>														
<p>Average 2019 attendance rate by year level:</p>	<table border="1" style="margin: auto;"> <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>92 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>91 %</td> <td>75 %</td> <td>85 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	92 %	91 %	91 %	91 %	91 %	75 %	85 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
92 %	91 %	91 %	91 %	91 %	75 %	85 %										

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: ◆ **Key:** Similar School Comparison: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar 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>Below ●</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>Below ●</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, 2019

Financial Position as at 31 December, 2019

Revenue	Actual
Student Resource Package	\$1,094,539
Government Provided DET Grants	\$759,712
Government Grants Commonwealth	\$11,430
Revenue Other	\$12,624
Locally Raised Funds	\$244,196
Total Operating Revenue	\$2,122,502

Funds Available	Actual
High Yield Investment Account	\$463,269
Official Account	\$11,370
Other Accounts	\$8,674
Total Funds Available	\$483,313

Equity ¹	
Equity (Social Disadvantage)	\$5,000
Equity Total	\$5,000

Expenditure	
Student Resource Package ²	\$1,040,903
Books & Publications	\$8,371
Communication Costs	\$7,129
Consumables	\$110,508
Miscellaneous Expense ³	\$270,021
Professional Development	\$7,961
Property and Equipment Services	\$168,787
Salaries & Allowances ⁴	\$22,058
Trading & Fundraising	\$4,865
Utilities	\$34,641
Total Operating Expenditure	\$1,675,244

Financial Commitments	
Operating Reserve	\$101,258
Other Recurrent Expenditure	\$101,422
School Based Programs	\$237,500
Capital - Buildings/Grounds > 12 months	\$23,975
Total Financial Commitments	\$464,154

Net Operating Surplus/-Deficit	\$447,258
---------------------------------------	------------------

Asset Acquisitions	\$6,900
---------------------------	----------------

- (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 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)

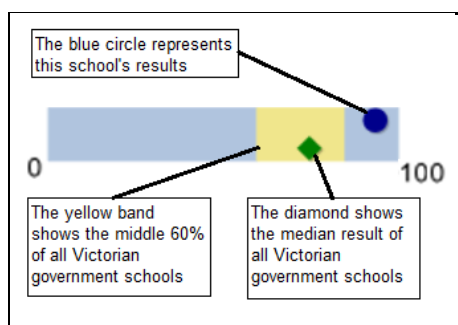
Engagement

- 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).

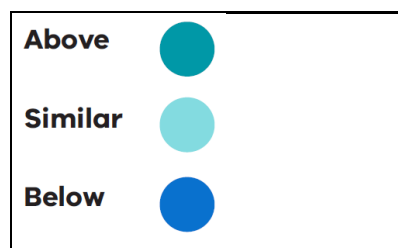


What does *School Comparison* refer to?

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 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 '*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').