

2019 Annual Report to The School Community



School Name: Glen Eira College (8704)



- 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 03 June 2020 at 02:50 PM by Sheereen Kindler (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 04 June 2020 at 05:39 PM by Jonathan Lock (School Council President)

About Our School

School context

Glen Eira College is located in Caulfield in the local government area of the City of Glen Eira. It is approximately 12 kilometres south-east of the Melbourne central business district. The College was founded in 1997 following the amalgamation of three secondary schools.

Glen Eira College's vision is to ensure our students have the skills, knowledge and dispositions needed to prepare them for the best life possible. Our mission is to provide a comprehensive academic and social education to the students of our diverse community. We create a learning environment that promotes challenge with explicit teaching of academic and personal development skills. We acknowledge student strengths and build upon areas for improvement in order to allow students to successfully pursue future pathways.

Glen Eira College offers a traditional, academic approach with firm discipline in a supportive environment as well as a rich and varied extra-curricular program. The College values success and endeavour in its many forms: academic, social, interpersonal. Respect is a pervasive value which underpins our promotion of tolerance and inclusion. We demonstrate this in our teaching practice. We celebrate success through awards, assemblies and publications. We pride ourselves on being respectful and responsible and we demonstrate this through our clearly delineated policies and procedures, publication and reinforcement of the Glen Eira 5.

The College classrooms are located in a recently refurbished three storey core building and a further cluster of classrooms around a central withdrawal space, which houses the English Language Centre. There is a netball sized competition gymnasium and a performing arts complex and theatre. The grounds include an oval, tennis courts, paved and landscaped areas for play and seating.

Enrolments have increased significantly over recent years from 599 in 2014 to 839 students in 2019 including approximately 50 students in the English Language Centre (where numbers can fluctuate considerably each term). The Student Family Occupation Education (SFOE) index was 0.26 in 2019. Most of our students come from the local area, and we also attract students to our innovative French, Japanese and Hebrew programs. Our exceptionally strong English as an Additional Language (EAL) program and International Student Program reflect our international focus.

Increased enrolments have allowed for greater flexibility both in staffing and in curriculum while still maintaining a community feel and sense of belonging. The College has been steadily increasing the range of programs offered at VCE. In 2019, the College had 54 teachers, 3 Principal class and 27 Education Support staff. The English Language Centre has between 6 and 9 teachers and 3 Education Support staff. The College's leadership team, with the support of our college council and parents, continues to strive for excellence throughout the school.

Framework for Improving Student Outcomes (FISO)

In 2019, The College's AIP focussed on implementation of Key Improvement Strategies (KIS) related to the FISO dimensions of:

- Building Practice Excellence
- Instructional and Leadership
- Empowering Students and Building School Pride
- Building Communities

Key areas of focus included:

- embedding our instructional model (SABRE) with particular emphasis on Learning Aims and Success Criteria and the implementation of Learning Walks
- further development of teacher capability to embed agreed literacy strategies for each key learning area
- implementing the VCE Guidelines with a focus on high expectations of students and staff
- implementing feedback cycles that improve teaching and learning

- developing and embedding a shared understanding of student voice, agency and leadership in learning
- training of staff using the Safe Minds online module
- building parent/career and wider school community partnerships to enhance an inclusive school environment

To support the implementation of these KIS, our Learning Specialists and Leading Teachers worked to coach and mentor staff. All staff with positions of responsibility (Including Learning Area Leaders and Student Managers) had action plan which were implemented, reviewed and refined as the year progressed.

Achievement

The College provides a breadth of curriculum opportunities. At Years 7-9, students study the full range of areas from The Victorian Curriculum. Japanese, Hebrew or French Language may be chosen and English as An Additional Language (EAL) is offered. Students in the French Immersion program study French, History/Geography and Drama in French. Students in the Japanese Immersion program study Science in Japanese. The Year 9 curriculum is enhanced by the 'Making Connections' program linking academic work with life skills. At Year 10, the curriculum is semesterised allowing for students to select from a range of subjects, including access to VCE subjects.

Learning gain in NAPLAN continues to be above the state in all areas. In 2019 there was a further percentage increase in high learning growth from Year 7-9 with Reading and Numeracy at 31% growth while the state was at 24%. Spelling and Grammar and Punctuation were also above the state growth percentage.

Additional literacy supports, in the classroom and with withdrawal groups, and in class support for EAL students has been successful.

There was 100% pass rate at Year 12 with a median study score of 30, rising annually. 22% of students achieved ATAR scores above 90, 39.5% of students achieved ATAR scores above 80. Our joint duxes achieved an ATAR of 97.4. 95% of students received 1st round University offers.

Our staff continued to implement reading and writing strategies for all students. Staff actively participated in professional learning including in a range of Professional Learning Teams that focused on improving student outcomes and applying this learning in the classroom. All meetings have a teaching and learning focus and professional learning activities encourage collaboration on teaching practice. The learning walks, peer observation program and weekly snapshot professional development sessions have enhanced sharing of teacher practice.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Learning Plans.

Our future focus will be to build on our Numeracy results by ensuring that learning is sequential and supports learning across the curriculum.

Engagement

Glen Eira College is proud of our students and the programs we have in place to develop our students in building leadership, resilience, persistence, engagement and social capacity.

In 2019 we focussed on:

- empowering students and building school pride. Teachers worked together to create an agreed GEC definition of voice, leadership and agency. We ran student focus groups to provide students an opportunity to provide their perceptions of their capacity to have voice, agency and leadership. We developed a four-year plan for increasing perceptions of student voice, agency and leadership
- enhancing student connectedness and wellbeing in an inclusive school environment ensuring students are known as an individual and a learner. The majority of staff are now trained using the Safe Minds online module and referral process. There is an increase in the use of NIP strategies (notice, inquire, plan) by all teachers

Student Attitudes to School Survey data for safety, high expectations, resilience and student voice and agency were among those that continued to reflect improvement of perceptions.

Staff offer an ever-increasing number of extra-curricular activities at lunchtime, before and after school, and on weekends. Our instrumental music program continues to grow. There is a whole school focus (including the English Language Centre) on celebrations each term that includes Cultural Diversity and Harmony Week, Francophonie Week, Education Week, Mental Wellbeing Week and Reconciliation Week. A wide array of lunchtime and after school clubs cater to student interests including debating, chess, robotics and reading club.

We held our inaugural Student Leadership conference. Regular whole school and year level assemblies were student lead. Weekly student captain, meetings were held and the SRC has a highly visible presence.

The College has increased the use of the Google Education Suite as a learning tool and hence engagement of students through the Chromebook program at Years 8 - 10 and a notebook program in Year 11 and 12. The school curriculum is tailored to meet the needs of the local community e.g. Japanese Immersion and Hebrew classes. Our Students Attitudes to Schools Survey data is used by Year Level Coordinators to implement strategies to improve engagement of student cohorts. The success of these strategies is evident in our improved retention data.

The College has a targeted counselling program for subject selection including use of Careers Fast Track and an on-going study skills and time management program including the use of Educate Elevate and consultant Darren Periera. The Program for Students with a Disability (PSD) shows student progress to be at or above expected levels in relation to their individual goal.

We continued to work with families to ensure students were at school and learning. Students with attendance of less than 95% are followed up at least monthly with a range of support actions available to put in place. We have a dedicated absence line for parents to use to notify us of a student absence and we send SMS messages to parents requesting them to notify the school of any absences. We have a student support worker who works closely with students and their families with significant absences and our year level coordinators meet with families to develop attendance plans.

Our future focus will be to develop and embed a shared understanding of student voice, agency and leadership in learning.

Wellbeing

The staff survey indicates the high energy and good will of staff. Particular attention is given to supporting students with additional needs and it is expected that all staff have Individual Learning Plans for relevant students.

The College has a significant number of new students each term. We have a well-planned and effective transition program for students entering Year 7 or joining the College throughout the year. There are a variety of pro-active programs that monitor and promote the health and wellbeing of students. At senior school there is a focus on mental health e.g. lifestyle checks to manage the demands of those years, and junior school is focussed on respectful relationships and values.

Provided individually tailored support to students where well-being was negatively impacting their learning. Students are active participants in the development of their support plans (and communication with teachers.)

The College has a proactive approach to ensure respectful interactions between all members of the community. This included holding student focus groups to gather information.

A future area of focus for us will be to know every individual as a learner through our Notice, Inquire, Plan (NIP) process and with our focus on differentiation.

Financial performance and position

Increased enrolments, class sizes at or near 25 students in Years 7 - 10 and the effective planning of staff allotments resulted in Glen Eira College maintaining a sound financial position. We continue to employ education support staff to better support the increased number of students and teachers. We utilised our equity funding to provide support in literacy. Our Middle Years Literacy and Numeracy teachers were focussed at Year 10.

We continued to develop our outdoor learning and recreational areas with landscaping and seating. We engaged a project manager to lead the development of the complete refurbishment of our oval which will include a flexible playing field for a variety of sports, spectator areas and landscaping.

For more detailed information regarding our school please visit our website at <https://gec.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 secondary school type.*

Enrolment Profile

A total of 838 students were enrolled at this school in 2019, 384 female and 454 male.

30 percent of students had English as an additional language and np 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: High

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)	71.9	73.0	64.9	79.3

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)	59.9	54.2	43.8	63.0

Key: “Middle 60 percent low” to “middle 60 percent high” is the range of results for the middle 60 percent of Victorian government secondary 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 7 to 10 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	94.0	78.4	63.3	90.2	Above
Mathematics	90.0	67.9	47.2	85.5	Above

NAPLAN Year 7 and Year 9

The percentage of students in the top three bands of testing in NAPLAN at year levels 7 and 9.

Year 7 assessments are reported on a scale from Bands 4 to 9.

Year 9 assessments are reported on a scale from Bands 5 to 10.

Note: Being the first year of secondary school, Year 7 NAPLAN is not used for the School Comparison.

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 7	Reading (latest year)	81.3	52.6	40.0	67.4
Year 7	Numeracy (latest year)	79.2	53.9	40.0	67.6
Year 9	Reading (latest year)	70.5	43.8	31.4	57.9
Year 9	Numeracy (latest year)	62.0	42.9	29.9	59.9

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 7	Reading (4 year average)	72.2	49.8	38.3	62.0
Year 7	Numeracy (4 year average)	77.8	53.0	40.7	67.1
Year 9	Reading (4 year average)	58.8	42.0	31.9	54.1
Year 9	Numeracy (4 year average)	64.4	41.5	29.9	57.9

NAPLAN Learning Gain

Learning Gain of students from year levels 5 to 7 and year levels 7 to 9 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
Year Level	Domain	Percent	Percent	Percent
Year 5 to 7	Reading	19.7	40.2	40.2
Year 5 to 7	Numeracy	21.5	52.9	25.6
Year 5 to 7	Writing	17.2	50.0	32.8
Year 5 to 7	Spelling	24.0	47.2	28.8
Year 5 to 7	Grammar and Punctuation	21.6	49.6	28.8
Year 7 to 9	Reading	20.2	48.9	30.9
Year 7 to 9	Numeracy	26.1	43.2	30.7
Year 7 to 9	Writing	24.5	52.1	23.4
Year 7 to 9	Spelling	25.0	46.9	28.1
Year 7 to 9	Grammar and Punctuation	16.7	57.3	26.0

Victorian Certificate of Education (VCE)

Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

Victorian Certificate of Education (VCE)	School	State Median	Middle 60 percent low	Middle 60 percent high	School Comparison
	Number	Number	Number	Number	
Mean Study Score (latest year)	29.9	27.3	25.5	29.7	Similar
Mean Study Score (4 year average)	29.4	27.2	25.3	29.5	-

Students in 2019 who satisfactorily completed their VCE: **100 percent**.

Year 12 students in 2019 undertaking at least one Vocational Education and Training (VET) unit of competence: **18 percent**.

VET units of competence satisfactorily completed in 2019: **76 percent**.

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2019: **N/A percent**.

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)	16.4	21.3	16.7	26.5	Similar
Average number of absence days (4 year average)	18.0	20.4	15.8	25.1	-

Attendance Rate

Average 2019 attendance rate by year level:

Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Percent	Percent	Percent	Percent	Percent	Percent
Attendance Rate (latest year)	94	92	88	91	92	95

Student Retention

Percentage of Year 7 students who remain at the school through to Year 10.

Student Retention	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Retention (latest year)	68.0	75.6	66.7	82.1	Below
Retention (4 year average)	65.6	75.3	67.1	80.8	-

Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Student Exits	School	State Median	Middle 60 percent low	Middle 60 percent high	Similar School Comparison
	Percent	Percent	Percent	Percent	
Student Exits (latest year)	100.0	90.1	81.8	98.6	Above
Student Exits (4 year average)	100.0	91.1	83.0	97.4	-

Note: This measure refers to data from the previous calendar year. Data excludes destinations recorded as 'Unknown'.

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 7 to 12.

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)	44.8	52.0	43.6	61.9	Below
Percent endorsement (3 year average)	45.6	52.3	44.5	62.0	-

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 7 to 12.

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)	49.2	56.2	45.1	66.9	Below
Percent endorsement (3 year average)	50.8	55.8	47.0	66.2	-

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$8,600,141
Government Provided DET Grants	\$1,355,997
Government Grants Commonwealth	\$7,322
Government Grants State	\$28,539
Revenue Other	\$40,745
Locally Raised Funds	\$926,289
Capital Grants	\$0
Total Operating Revenue	\$10,959,032

Equity ¹	Actual
Equity (Social Disadvantage)	\$37,533
Transition Funding	\$0
Equity (Catch Up)	\$18,379
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$55,912

Expenditure	Actual
Student Resource Package ²	\$8,597,708
Adjustments	\$0
Books & Publications	\$44,362
Communication Costs	\$20,732
Consumables	\$253,711
Miscellaneous Expense ³	\$625,273
Professional Development	\$32,178
Property and Equipment Services	\$317,249
Salaries & Allowances ⁴	\$289,177
Trading & Fundraising	\$21,640
Travel & Subsistence	\$23,270
Utilities	\$89,782
Total Operating Expenditure	\$10,315,084
Net Operating Surplus/-Deficit	\$643,948
Asset Acquisitions	\$118,340

FINANCIAL POSITION AS AT 31 DECEMBER, 2019

Funds available	Actual
High Yield Investment Account	\$2,277,131
Official Account	\$52,299
Other Accounts	\$4,389
Total Funds Available	\$2,333,820

Financial Commitments	Actual
Operating Reserve	\$283,710
Other Recurrent Expenditure	\$29,145
Provision Accounts	\$0
Funds Received in Advance	\$138,239
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$323,924
Asset/Equipment Replacement < 12 months	\$350,000
Capital - Buildings/Grounds < 12 months	\$1,200,000
Maintenance - Buildings/Grounds < 12 months	\$8,802
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,333,820

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 20 Mar 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').