**2018 Annual Report to**

**The School Community  
  
School Name: Kurunjang Primary School (5256)**

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|  | |  | | --- | | * All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](https://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 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 24 March 2019 at 03:14 PM by Jennifer Robinson (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 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 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. | | Attested on 28 March 2019 at 11:59 AM by Elizabeth Bajada (School Council President) | |

**About Our School**

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| School context |
| Kurunjang Primary School is located in the northern area of Melton in the Kurunjang estate, adjacent to Kurunjang Secondary College. 2018 was the third year of implementing the four year strategic plan following the school priority review in 2015. Our mission is ‘high levels of learning for all students’; our vision ‘At KPS we are committed to being an inclusive, safe and positive community where students are empowered to achieve learning and life success’; and our 6 values respect, excellence, responsibility, effort, resilience and empathy are personified as child super heroes. The school’s student population was 583 in 2018, an increase of 20 students from 2017, which necessitated 2 additional classes in year 1/2 and 3/4; totaling 23 classes across the school with year 1 and 2, 3 and 4, and 5 and 6 classes combined respectively. 18% of students had English as an additional language (an increase of 6% since 2017) and 2% were of Aboriginal or Torres Strait Islander descent.  The 2018 leadership profile consisted of one Principal, two substantive Assistant Principals, the equivalent of 29.74 FTE teaching staff including 2 leading teachers and one newly appointed Learning Specialist; and 24 Education Support staff, ranging from EFT 0.5 -1.0 to support Administration and Business Management, the PSD and intervention programs, maintenance, grounds, library and ICT infrastructure.  The school’s strategic direction for 2016-2019 is centred on improving student outcomes in literacy and numeracy; improving students’ confidence and engagement in learning and their connectedness with their peers, their teachers, the school and the community; establishing a safe, calm and orderly learning environment; and maximising all aspects of school operations and resource allocations to achieve the best possible outcomes for students. To achieve these goals, Equity Funding for 325 students was utilised to include employment of a literacy consultant and numeracy consultant, and implementation of the Positive Support Planning (team around the learner) model for wellbeing and teaching/learning practices to progress student’s academic achievement, and additional education support staff beyond the allocation of funding for the program of students with disabilities. 2018 was our third year as an AVID (Advancement Via Individual Determination) site team, with the incorporation of writing, inquiry, collaboration, organisation and reading strategies within the DET literacy and numeracy initiatives, across F-6. Kurunjang Primary School undertook preliminary work for participation in the 2 AVID Australia/Sydney Myer Primary Maths Project to commence in 2019. |
| Framework for Improving Student Outcomes (FISO) |
| In 2018 the FISO improvement initiatives we continued to specifically focus on were Building Leadership Teams, Building Practice Excellence, Curriculum Planning and Assessment, and Setting Expectations and Promoting Inclusion. The key improvement strategies continued to embed a whole school focus on purposeful teaching, high expectations of learning and consistent instructional practices in reading and numeracy, across the school.  We continued developing the capacity of teachers to analyse and use data at a whole school and Professional Learning Team level to improve planning and instruction, and to monitor student growth, through weekly timetabled year level data and planning meetings. Establishing a guaranteed and viable curriculum was continued with completion of associated proficiency scales linked to the identified essential learnings within the Victorian Curriculum. Explicit leadership in instructional practice continued by the school based Leading Teachers in Teaching/Learning and Learning Specialist; and external literacy and numeracy consultants. Setting expectations and promotion of inclusion was continued through a whole school approach and practice in School Wide Positive Behaviour Supports and the Berry St Education Model.  Development of student confidence and belief in their capacity as learners showed improvement. Leadership of a developing professional learning community was embedded through the explicit structure, and clear roles and responsibilities in Curriculum and Positive Climate for Learning, for Principals and Leading Teachers, and increased distribution through PLT and School Improvement Team leaders. |
| Achievement |
| During 2018, School Improvement Teams met monthly with a focus on Literacy, Numeracy and ICT. Staff continued to write proficiency scales in conjunction with planning units of work. External Literacy and Numeracy consultants in conjunction with the internal learning specialist modeled best teaching practices, observed lessons, planned lessons/units of work across the whole school respectively; and facilitated staff professional learning sessions in reading instructional practice, open ended maths instructional practice and High Impact Teaching Strategies, respectively. During weekly PLT data meetings staff continued to develop a deeper analysis of current data to inform planning a guaranteed and viable curriculum. The priority focus was accuracy in running records, decoding and comprehension assessment. In Year 5/6 teachers introduced SQ3R, a comprehension strategy involving scanning, and skimming texts. Intervention continued with a focus on literacy with 80 students participating in the Leveled Literacy Intervention (LLI) program. 8 students from an indigenous background participated in the EYLNKP in terms 3 and 4. Nine Year 1 students participated in the Extending Mathematical Understanding (EMU) program. Individual Learning Plans were developed for 301 students across Years F-6 who were working either 12 months below or above the expected level. In 2018, NAPLAN online was introduced with 91 year 3 students and 80 year 5 students undertaking the assessment tasks.  The achievement in Year 3 Reading and Numeracy is lower compared to other Victorian schools with the percentage of students in the top 2 bands of NAPLAN as 28% and 10% respectively. 36% and 29% of students are working in the bottom 2 bands of NAPLAN Reading and Numeracy respectively. The achievement in Year 5 Reading and Numeracy was similar to other Victorian schools with 23% of students working in the top 2 bands of NAPLAN reading and 6% in the top 2 bands of NAPLAN numeracy. 28% and 33% of students are working in the bottom 2 bands of NAPLAN Reading and Numeracy respectively. The achievement In Year 3-5 Relative Growth in Reading was higher compared with other Victorian schools. The percentage of students achieving high growth in Reading from year 3 to 5 was 26% (doubled from 2016), 5% above the network primary schools, 4% above similar Victorian schools and 1% above the state mean for all Victorian schools. The percentage of students who achieved high Relative Growth from year 3-5 in numeracy was 20% in 2018, 2% above similar schools. Performance in NAPLAN writing was low across the state in 2018. 70% of Year 3 students are working in the middle or top 2 bands of NAPLAN Writing and 30% in the bottom 2 bands. In Year 5, 37% of students are working in the middle or top 2 bands of NAPLAN writing and 53% of students working at the bottom bands.  Teacher Judgement in English identified 67% of students were working at or above the expected level in Reading, 65% at or above the expected level in writing, and 84% at or above in Speaking and Listening. Teacher judgement in numeracy identified 83% of students working at or above the expected level in measurement and geometry and 80% of students in Number and Algebra. 88% of students are working at or above the expected level in Statistics and Probability (2% higher compared to similar schools) Priority focus will continue in Reading and Numeracy in 2019 with an increased focus on Writing achievement and the introduction of the Six Traits of Writing. |
| Engagement |
| Continued and consistent implementation of the Victorian Curriculum and the introduction of Essential Learnings has supported teachers to plan and implement a viable and differentiated curriculum across all year levels to address individual student needs, abilities and interests. Adjustments and the provision of additional assistance were implemented in the areas of cognitive, social/emotional and sensory needs, to maximise student engagement and therefore learning outcomes. Teaching staff implemented Individual Learning Plans and/or Behaviour Support Plans for 301 students in 2018. Twenty-seven students were funded through PSDMS (Program for Students with Disabilities) under the categories of Intellectual Disability, Autism Spectrum Disorder (ASD) and Severe Behaviour Disorder (SBD). The school continued to provide additional support outside PSDMS funding for several students who presented with significant behaviour and learning disorders. Education Support staff were timetabled to assist with whole class support across the school and individual students were also supported both in the classroom and in the school yard. The average 2018 attendance rate per year level saw a decrease in absences from 22.4 days to 21.2 days across all year levels. Significant decreases occurred in Foundation and Year 5, with overall reduced absences ranging from 3-5 days. The pre-dominant reason for non-attendance included illness and extended family holidays. Continued focus on improving student attendance, especially late arrivals and unexplained absences will be a continued priority in 2019. Attendance has continued to be a focus at Whole School Assemblies. Feedback regarding attendance was given through SMS reminders for first absences, regular phone calls to parents, letters outlining the percentage of attendance and through discussions at Parent/Teacher conferences. Our Primary Welfare Officer continued to work with our ‘at risk’ and vulnerable families to provide support where necessary and the Attendance Officer continued to monitor the attendance of our high at risk students/families, through phone calls and texts to parents and guardians on the third day of absence. Individual students’ talents continued to be fostered through sporting enrichment activities, such as rugby clinics and through the Music and Art Enrichment programs. Many opportunities were provided to our families throughout the year to engage with the school community including the Parent as Volunteers in the Classroom program, year level and whole school celebrations and events, including performance concerts and family fun afternoon; sporting activities including walkathon and athletics carnival; school Fete, Parents and Friends Association and School Council. |
| Wellbeing |
| In order to provide a safe learning environment we follow the FISO initiative of Positive Climate focusing on using SWPBS, AVID and BSEM frameworks to develop clear expectations and understandings of students and the community. To further support students in achieving success with their learning and wellbeing, PSP (Positive Support Planning) has continued with the wellbeing team focusing on both students’ social/emotional and academic needs. Through PSP the wellbeing team looked deeper into students emotional and academic needs and the way they learn through the use of Simplified Functional Behaviour Assessments, working closely with, leading teachers for Engagement and Inclusion and Curriculum. We continued with our breakfast club of 2 days per week with up to 85 students per day attending.  Junior School Council and student leadership across the school saw students taking on a variety of leadership roles and providing student voice to the Parents and Friends and Positive Climate staff leaders to develop school engagement and wellbeing. Junior School Councillors began running student activities once a week at lunch times organising games and activities.  The Student Attitudes to School Survey for Years 4-6 showed that although below the state mean, we saw students rank highly (87%) in the area of a sense of inclusion. We continued to see an increase in responses in the area of sense of connectedness moving from 62- 66% of students with positive responses and an increase from 57-61% in the area of management of bullying. We continued with a variety of transition programs to assist with a smooth transition from Kindergarten to the Foundation year with successful parent information evenings and transition days in term 4. Transition from Years 6 to 7 continued to reach more students with extra transition for students identified as at risk and the continuation of the AVID program across the school with a focus in years 5 and 6 making links to Kurunjang Secondary College. SSG’s and transferring of information to and from Secondary Colleges and Kindergartens occurred during second semester alongside the development of transition books sent out over the term 4 break preparing students at risk for the following year. |
| Financial performance and position |
| The 2018 financial position was in surplus of $369,782 as compared to 546,088 in 2017. Although the increased enrolments in each year level, including an extra class of Year1/2 and 3/4 students; and the employment of Graduate and Range 1 teachers in fixed term positions, contributed to the increased surplus, it also included allocated equity funding. Program planning for 2018 included consultancy for literacy and numeracy, however due to availability, we were only able to have a numeracy consultant for one semester rather than 2, and only for 1 day per week. The school received 1.3 million dollars in Capital Works funding for condition assessment refurbishment and infrastructure upgrade. There were no other extraordinary revenue or expenditure items. Commonwealth funding outside the SRP (and not including Low SES/Equity) was received for student teacher supervision $6,278.40 and unallocated CSEF funding at 31/12/18, of $26,152.08 whose purpose is to assist eligible families with the cost of school camps, sporting events and excursions. Fundraising initiatives through the Parents and Friends Association totaled $8491.33 and revenue of $5,931.85 was received through newsletter advertising, canteen lease, and school photo, student banking and school uniform commission. Voluntary contributions totaled $1,190 and bank interest totaled $15,369.84. |
| **For more detailed information regarding our school please visit our website at** [**https://www.kurunjangps.vic.edu.au**](https://www.kurunjangps.vic.edu.au) |

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The percent endorsement indicates the percent of positive responses (agree or strongly agree). | | |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | |  |  | |  | |  |  |  |  | |  | |  |  | |  |  |  |  | | | | | |  |  |  | | --- | --- | --- | |  |  |  | |  | |  |  |  |  | | --- | --- | --- | --- | |  |  | |  | |  |  | |  | |  |  | |  | |  | |  | |  |  | |  | |  | |  |  |  | | | | | |  | | --- | | Students Attitudes to School -  Management of Bullying  Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* 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). | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  | |  |  | |  |  | |  |  |  |  |  | |  |  |  | |  | |  |  |  |  |  | | | | | |  |  | | --- | --- | |  |  | | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  | | |  |  |  | |  | |  |  | | |  | |  |  |  |  |  |  |  |  | | |  | | --- | |  | | | | | | | |  | | |  | | | |  |

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High Yield Investment Account | $327,020 | | Official Account | $45,276 | | Other Accounts | $517,154 | | **Total Funds Available** | **$889,450** | | | |  |  | |  |  |  | |  | | --- | | Student Resource Package | | | | | | | | | | | |  | | --- | | $5,086,570 | | | | | | |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  |  | | --- | --- | | Government Provided DET Grants | $1,279,398 | | Government Grants Commonwealth | $9,957 | | Revenue Other | $63,716 | | Locally Raised Funds | $182,065 | | | | | | | | | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  | |  | | --- | | **Total Operating Revenue** | | | | | | | | |  |  |  | |  | | --- | | **$6,621,707** | | | | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Equity¹** | | | | | | | | | | |  | | --- | |  | | | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | Equity (Social Disadvantage) | $911,977 | | | | | | | | | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  | | --- | | **Equity Total** | | | | | | |  | |  | | --- | | **$911,977** | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  | | --- | | **Expenditure** | | | | | | |  | |  | | --- | |  | | | | | |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  | |  |  | | --- | --- | | **Financial Commitments** |  | | Operating Reserve | $219,205 | | Other Recurrent Expenditure | $4,132 | | Asset/Equipment Replacement < 12 months | $10,250 | | Capital - Buildings/Grounds < 12 months | $240,000 | | Maintenance - Buildings/Grounds < 12 months | $415,862 | | **Total Financial Commitments** | **$889,450** | | | |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  | |  | | --- | | Student Resource Package² | | | | |  | |  | | --- | | $4,607,426 | | | | | |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  | | --- | --- | | Books & Publications | $84,559 | | Communication Costs | $16,805 | | Consumables | $109,358 | | Miscellaneous Expense³ | $442,719 | | Professional Development | $31,772 | | Property and Equipment Services | $441,152 | | Salaries & Allowances⁴ | $224,847 | | Trading & Fundraising | $13,920 | | Travel & Subsistence | $11 | | Utilities | $54,492 | | | | | | | | | | | | | | | |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Total Operating Expenditure** | | | | | | | | | |  |  | |  | | --- | | **$6,027,063** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Net Operating Surplus/-Deficit** | | | | | | | | | |  |  | |  | | --- | | **$594,644** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  | |  | | --- | | **Asset Acquisitions** | | | | | | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  | |  | | --- | | **$29,416** | | | | |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |  | |  | | --- | | (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 15 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.* | | | | | | | | | | | | | | | | | | | | | | | | |  |  |  | | | |  | | | |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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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/](http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx)  [Pages/performance.aspx](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’). | | | | | | |  | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | |  | | --- | | **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* referto?**  TheSchool 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. | | | |  |  | |  |  |  |  |  |  | |  | |  |  |  | | |  | | |  | | |  |