

Denison State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

At Denison State School, in every classroom, every day, every student is learning and achieving within a safe, supportive, inclusive and discipline learning environment. We are committed to a collective unrelenting focus on improved student achievement based on high expectations.

The Denison State School community is committed to 'Advancing Education 2017 – 2020' and delivering an education that is world class. The success of every student at Denison State School will be realised through relational leadership, high quality teaching and consistent curriculum that is implemented through high yield pedagogies and the shared belief that every student will be successful.

School progress towards its goals in 2018

In 2018, Denison State School completed the second year of a Four Year Strategic Improvement Plan. The priorities in this plan were formulated through Data Review, School Review and Community Consultation.

Improvement Priority	Status	Commentary
1. Continue to close the gap between indigenous and non-indigenous students in relation to academic outcomes (Reading, Writing & Numeracy) and attendance through the case management of individual students.	Ongoing	As a school we were able to close the gap in academic achievement for Year 3 NAPLAN in Reading, Writing and Numeracy. A close in the gap for Year 5 Reading continues to be an area of focus. From 2017 to 2018 we were able to work together to narrow the gap in attendance to just 1%.
2. Develop a classroom observation and feedback culture involving all teaching staff to provide support, advice and feedback on high yield teaching practices to enact the intended curriculum and improve student learning.	Ongoing	In 2018, our Teaching and Learning Team researched effective evidence based models for peer observation and feedback. The Teaching and Learning Team also developed a resource for teachers to use to gather evidence against AITSL standards. This informed teachers to focus the types of observation and feedback they would give and receive. Throughout 2018 teachers were being released to observe and provide feedback. Teacher also developed a folder to collect evidence against each professional standard.
3. Document and implement a consistent and whole-school approach to the teaching of reading through the Australian Curriculum.	Ongoing	In 2018, our Reading Capability Team worked with the BMA READ Project materials and education consultant to develop a whole school approach to the teaching of reading that is phase specific.
4. Develop teacher capability to differentiate pedagogy and content to meet the learning needs of individual students in the classroom. Continue and enhance the processes to support teachers to make adjustments for all learners.	Ongoing	In 2018, the term cycle was adapted so that planning for teaching and learning could be enhanced. The cycle is implemented over several weeks with moderation of assessment, analysis of achievement data, planning and then differentiation of curriculum, environment and instruction. From 2017 to 2018 there was a 9% increase in C or Better achievement in English and an 8% increase in C or Better achievement in mathematics.
5. Implement the Digital Technology Australian Curriculum.		In 2018, the Digital Technology Capability Team interpreted the Australian Curriculum for Digital Technology and continued modelling its implementation with associated resources. We also sent another team to the First Lego Robotics Competition in Gladstone where we reached the finals.

Future Outlook

In 2019 our Explicit Improvement Agenda will be our third priority from our Annual Implementation Plan.

2019 Priority	Targets	Actions
<p>3. Document and implement a consistent and whole-school approach to the teaching of reading through the Australian Curriculum.</p>	<p>Yr 3 & 5 40% Upper 2 Band Achievement NAPLAN Reading Yr 3 and Yr 5 100% National Minimum Standard Achievement in Reading.</p>	<p>Release teachers to meet with the Deputy Principal (P-2) and the Principal (3-6) to discuss student improvement data as well as teaching and learning imperatives on a termly basis.</p> <p>Reading Capability Team analyse NAPLAN U2B Reading data for Years 3 to Year 6 to identify trends in problems of practice.</p> <p>Reading Capability Team analyse Early Start data for Prep to Year 2 to identify trends in problems of practice.</p> <p>Reading Capability Team develops a whole school approach to the teaching of reading. Focusing on Prep to Year 2, Year 3 & 4 and Year 5 & Year 6.</p>

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	446	497	510
Girls	202	237	234
Boys	244	260	276
Indigenous	23	23	25
Enrolment continuity (Feb. – Nov.)	96%	92%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Students who attend Denison State School mainly reside in the Emerald area. We also have students who travel by bus from Anakie, Sapphire and the surrounding areas. We have students from many countries including The Phillipines, Spain, China, Indonesia, South Africa, Zimbabwe, New Zealand and Polynesia whose parents work in the nearby mining and agriculture industries. 5% of our students identify as indigenous. With the number of jobs using overseas workers in the mining industry we are seeing an increase in English as Additional language students.

The population of the school is not reflective of the population of the town as there has been an increase from 2017.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	21	22
Year 4 – Year 6	24	23	25

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Curriculum. At Denison we use the Queensland 'Curriculum 2 Classroom' (C2C) to provide a basis for units of work that are adapted to meet needs of students in our school.

The specific knowledge of the eight Key Learning Areas are balanced in weekly learning programs to ensure appropriate allocation of time while integrating a focus of literacy & numeracy across all learning areas. A constructivist approach to learning, which builds on prior knowledge and links to real life, is a strong focus of our Teaching and Learning.

To partner the Curriculum Plan we have a Pedagogical Framework to ensure that the teaching provided in enacting the prescribed curriculum is effective, engaging and motivating.

The school offers a class music program from Prep to Year 6. An instrumental music program involving woodwind, brass and percussion is available to students in Years 4, 5 and 6.

Denison State School also has a Junior and a Senior choir. These choirs perform at assembly, eisteddfods and other events; the senior choir also performs at festivals.

The Language Other Than English (LOTE) taught at Denison is Indonesian.

The Physical Education program at Denison encourages skill development and maximum participation in swimming, athletics, dance, ball games and minor games. 2017 saw a number of students gain representative honours in the Capricornia Teams. This was the tenth year in succession that students have reached this level.

Co-curricular activities

The school hosted the following sport teams to participate in local, school based and representative carnivals: Mixed Touch Football teams, Soccer, Rugby League, Netball and Rugby Union. The Central Highlands Eisteddfod (held in Blackwater) saw success for Denison State School in winning: Intermediate Choir, Folk Choir, Verse Speaking. Several sport coaching clinics were run with local sporting clubs and sport specific Development Officers.

Our Digital Technology Capability Team also host a Robotics Club for senior students after school. Our Chaplain trains our Chess Team for local competitions.

How information and communication technologies are used to assist learning

Computers are integrated into the school's curriculum from P-6. To facilitate the use of computers, there was a substantial investment in technology capability once again in 2016. Both the school and the P&C have worked together to ensure the school is resourced to implement the Digital Technologies Australian Curriculum in 2017 through the purchase of iPads and a variety of robotics. The wireless capability of the school was completed to enhance use of the electronic whiteboards in classrooms. All learning spaces now have wireless network and internet access. Appropriate ICT Skill development is matched to the complexity of tasks required at various levels so that students continue to grow their skills and meet the requirements of the other KLA's at the same time.

All students are taught to use ICTs from Prep – Year 6 using a developmental approach commencing with basic keyboarding into more challenging tasks including Power-points, Web Development, Ed Studios, Illuminate and online instruction with Brisbane School of Distance Education.

Social climate

Overview

Our school places an emphasis on the development of social skills with the students. The social climate of the school has improved due to the introduction of the Positive Thinking Room where students can reflect on their actions and develop solutions to conflict. The High Five program is used throughout the school as is the You Can Do It program to model and support students in developing socially appropriate behaviours and skills.

The School Responsible Behaviour Plan for Students is based on the rights and responsibilities of all stakeholders. Parents, students and staff are aware of the philosophy and operating principles of the plan. Proactive and Reactive strategies are implemented by staff and supported by the Principal and Guidance Officer. This Plan was reviewed in 2017 and endorsed by the Principal, President of the P&C and the Assistant Regional Executive Director and will be reviewed again in 2019.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	97%	97%
• this is a good school (S2035)	100%	99%	98%
• their child likes being at this school* (S2001)	98%	99%	97%
• their child feels safe at this school* (S2002)	98%	99%	98%
• their child's learning needs are being met at this school* (S2003)	94%	99%	97%
• their child is making good progress at this school* (S2004)	96%	96%	98%
• teachers at this school expect their child to do his or her best* (S2005)	98%	99%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	97%	97%
• teachers at this school motivate their child to learn* (S2007)	96%	99%	93%
• teachers at this school treat students fairly* (S2008)	98%	96%	98%
• they can talk to their child's teachers about their concerns* (S2009)	98%	97%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school works with them to support their child's learning* (S2010)	98%	99%	97%
• this school takes parents' opinions seriously* (S2011)	94%	96%	95%
• student behaviour is well managed at this school* (S2012)	98%	94%	93%
• this school looks for ways to improve* (S2013)	98%	97%	95%
• this school is well maintained* (S2014)	100%	100%	97%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	99%	100%
• they like being at their school* (S2036)	90%	95%	93%
• they feel safe at their school* (S2037)	95%	96%	99%
• their teachers motivate them to learn* (S2038)	95%	97%	97%
• their teachers expect them to do their best* (S2039)	98%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	99%	99%
• teachers treat students fairly at their school* (S2041)	92%	94%	89%
• they can talk to their teachers about their concerns* (S2042)	83%	96%	92%
• their school takes students' opinions seriously* (S2043)	81%	91%	86%
• student behaviour is well managed at their school* (S2044)	92%	91%	87%
• their school looks for ways to improve* (S2045)	96%	96%	97%
• their school is well maintained* (S2046)	93%	96%	95%
• their school gives them opportunities to do interesting things* (S2047)	92%	96%	94%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	98%	100%
• they receive useful feedback about their work at their school (S2071)	93%	98%	94%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	96%	85%
• students are encouraged to do their best at their school (S2072)	98%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	94%
• staff are well supported at their school (S2075)	85%	93%	97%
• their school takes staff opinions seriously (S2076)	85%	91%	91%

Percentage of school staff who agree# that:	2016	2017	2018
• their school looks for ways to improve (S2077)	100%	98%	100%
• their school is well maintained (S2078)	98%	100%	97%
• their school gives them opportunities to do interesting things (S2079)	95%	100%	94%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

The school community is kept informed of school happenings via a fortnightly newsletter. Class activities, parent nights and school functions are always well supported. A large number of parents attend the weekly assembly. These assemblies have a class performance rostered on at regular intervals to encourage parent attendance. Student of the Week, Deno Readers and Gotcha Awards are also presented each week as well as acknowledging any major student successes.

The Denison State School parents are actively involved in assisting in class, with sporting teams, fundraising activities and musicals. Parents contribute to the school direction via opinion surveys and representation on the Parents and Citizens Association. Parents have contributed to the school facilities through the raising of funds to purchase a variety of items to improve our school and support the Chaplaincy Program. They also conducted many successful fundraising ventures such as the "Sunday Funday" Community Event with many students and parents in attendance. Prep information sessions conducted in Semester 2 have proven very successful and this has ensured that we maintained the growth in enrolments.

Respectful relationships education programs

Through the Australian Curriculum - Health, 'You Can Do It' and Social Skills Program run by the Chaplain and Guidance Officer Denison State School teaches students about respectful relationships. The curriculum based programs are supported by the teaching of emotional intelligence through 'You Can Do It' provide student the opportunity to demonstrate the habits of mind when dealing with a variety of situations.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	8	17	15
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

In 2012 as part of the Solar Schools Scheme we have increased the bank of solar panels for electricity generation installed on buildings in the school. This data is now available on line at the Solarschools website showing our power generation and contribution to the state grid. All buildings have had light bulbs replaced by power saving bulbs and routines have been established in classrooms to ensure lights, fans and air conditioners operate only when required. The slight increase in electricity has been due to hotter than usual conditions for longer periods of time during the year. The use of water continues to be monitored and we are working closely with Building and Asset Services to ensure irrigations are operationally sound. This water usage figure includes water usage of the Capricorn School of Distance Education with whom we share the site.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)			179,786
Water (kL)			16,000

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	35	20	<5
Full-time equivalents	31	14	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	2
Graduate Diploma etc.*	2
Bachelor degree	31
Diploma	
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$28,262

The major professional development initiatives are as follows:

- Reading – Reading Comprehension – BMA READ Project
- Numeracy – High Yield Pedagogies in Inquiry, Thinking and Reasoning
- Mentoring – Mentoring Beginning Teachers
- Coaching
- Inclusion
- Catering for students with ASD
- Observation and Feedback
- Curriculum Differentiation

The proportion of the teaching staff involved in professional development activities during 2018 was 98%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	94%	93%
Attendance rate for Indigenous** students at this school	90%	91%	92%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

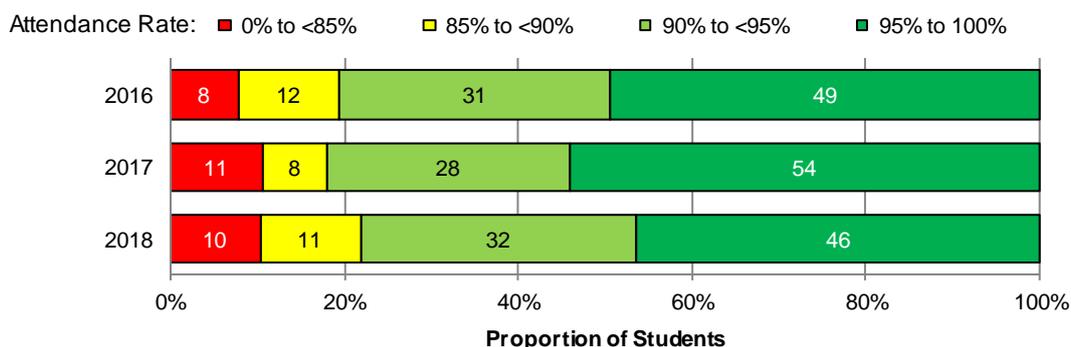
Year level	2016	2017	2018
Prep	94%	93%	92%
Year 1	94%	93%	93%
Year 2	95%	95%	92%
Year 3	93%	95%	93%
Year 4	94%	94%	95%
Year 5	94%	94%	93%
Year 6	95%	94%	94%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Denison State School we mark the roll electronically twice a day at (9:00 and after second break at 1:50). An SMS message is sent to the parents and carers of those students who are absent with no explanation. Students who are absent on a regular basis without notice are phoned. Where absences are unexplained and cannot be justified by parents the Managing Student Absences Policy is used and a series of letters is posted to the home and follow up by the Police or DOCS is used where indicated.

Those students who do attend 95% to 100% are acknowledged publicly and are rewarded by the school with a certificate and small prize each term. Each class also employs a reward based system to encourage a group sense of responsibility to attend school every day.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Please delete the *Year 12 outcomes* section if your school does not have senior secondary students.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement			
Number of students awarded a QCIA			
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12			
Percentage of Indigenous students awarded a QCE at the end of Year 12			
Number of students who received an OP			
Percentage of Indigenous students who received an OP			
Number of students awarded one or more VET qualifications (including SAT)			
Number of students awarded a VET Certificate II or above			
Number of students who were completing/continuing a SAT			
Number of students awarded an IBD			
Percentage of OP/IBD eligible students with OP 1-15 or an IBD			
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification			
Percentage of QTAC applicants who received a tertiary offer.			

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5			
6-10			
11-15			
16-20			
21-25			

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I			
Certificate II			
Certificate III or above			

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Provide a brief description of the types of VET qualifications completed by your students, if applicable.

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort			
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort			

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Provide a brief description/statement about early leavers.

Your description/statement should include:

- your school's approach to managing early leavers
- a general indication of where the early leavers move to (i.e., work, study, overseas, interstate, etc.).

For example:

This school works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training pathways, several through the newly established Pathways College.

Next Step – Post-school destinations

Schools using the department's [Websites for Schools](#) platform will have their *Next Step – Post-School Destinations* Report uploaded to their website for them.

All other schools are required to upload their own reports.

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at [\[Please paste in or edit the link to the folder where your *Next Step – Post-School Destinations* report will be found by your school community\]](#).