



Osborne 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

Osborne State School was established in 1914 and continues to be a dynamic part of the Home Hill community. Our one-class school caters for students from prep to year 6. Osborne State School is located on the corner of Kirknie Road and Osborne Road, approximately 8.5km west of Home Hill. Home Hill is located approximately 115km south of Townsville in North Queensland. Our school is surrounded by lush, green canefields, small crop and cattle farms and is located just south of the mighty Burdekin River. At Osborne State School we strive to create a safe, supportive and disciplined environment focussing on high quality teaching and learning to prepare our students for the future. We employ a wide variety of teaching strategies and incorporate ICTs regularly in the learning experiences for our students. We have high academic expectations for all students and strive to ensure that all students achieve academic success.

School progress towards its goals in 2018

Achieved

In progress

Not achieved

Improvement priority - High Effect-size Visible Teaching and Learning

Strategy – Ensuring consistency and a whole school pedagogical approach based on high effect size visible teaching and learning in P-6			
Actions	Targets	Timelines	Responsible Officer/s
Teachers will incorporate inquiry approach style of teaching during all lessons. Utilise formative and summative assessment tasks to track student progress and inform future teaching and learning.	100% of teachers.	Each term per unit	Principal Teachers
High effect size visible teaching and learning will be evident in all classrooms. Each lesson will include a published learning intent and success criteria, and utilize Explicit Instruction practices (Archer and Hughes). Feedback will be evident through all stages of the lesson. Students will be able to identify and articulate the elements of the lesson.	100% of teachers – every day	By end Term 1	Principal Teachers
Feedback will be used to ensure students maximise and understand their own progress in learning. Feedback models will include self-reported grades, written and verbal modes and will be task specific.	100% of teachers – every day	By end Term 2	Principal Teachers
Teachers will engage in regular moderation of student work in Key Learning Areas through student data meetings to ensure consistency of results and continual monitoring of student learning.	100% of teachers participate in moderation	At least once per term	Principal Teachers

Improvement priority - Implementation of the Australian Curriculum

Strategy - Continued review and alignment of Whole School Curriculum, Assessment and Reporting Framework with the Australian Curriculum (AC) Version 8.			
Actions	Targets	Timelines	Responsible Officer/s
<p>Teachers continue to development and embed highly effective teaching strategies to build their capacity of teaching with a literacy focus.</p> <p>Teaching and assessment of reading and writing across all learning areas will be differentiated to meet the diverse needs of all our students.</p>	100% of Teachers implementing high-yield strategies for reading, writing and numeracy in daily classroom practice.	Each term per unit	Principal Teachers
<p>Teachers continue to develop, implement and actively review units of work using the Australian Curriculum and C2C resources to specifically address the needs and interests of our students.</p> <p>Australian Curriculum is implemented and embedded in all year levels and in all subject areas by 2020.</p>	100% of teachers – every day	Each term per unit	Principal Teachers
<p>Teachers and other key stakeholders maintain the high standards by continuing to support students to set academic improvement targets with a particular focus on Reading, Writing and Numeracy.</p> <p>Teachers, students and other key stakeholders will regularly monitor progress and celebrate success.</p> <p>English – 78.5% students C or better</p> <p>Maths – 92.8% students C or better</p> <p>Science – 92.8% students C or better</p> <p>Technology – 92.8% students C or better</p>	90% of students achieving a C or better in English and STEM by the end of 2018.	Each term per unit	Principal Teachers

Future outlook

School Improvement Priorities 2019

Improvement priority - Improve student outcomes through focussed high-yield pedagogical practice and curriculum delivery.

Strategy - Ensuring consistency and a whole school pedagogical approach based on high effect size visible teaching and learning in P-6.			
Actions	Targets	Timelines	Responsible Officer/s
Continue to implement and embed high effect size visible teaching and learning through Explicit Instruction across all KLAs	100% of Year 3 and 100% of Year 5 students reaching U2B in 3/5 areas of NAPLAN testing 75% of students achieving a B or better in English, Maths and Science	Sem 1	Principal and teachers
Improve feedback processes to ensure students are able to articulate their own learning goals and progress in learning.		Sem 1&2	
Engage in regular moderation including planning, mid and post data conversations around student work in Key Learning Areas through scheduled student data meetings to ensure consistency of results and continual monitoring of student learning.		Sem 1&2	
Strategy - Develop an Expert Teaching team			
Embed regular observation and feedback through the co-plan, co-teach, co-assess OSS model of practice.	100% staff agree that 'I have access to quality professional development' (S2086). 100% parents agree that 'This school encourages me to take an active role in my child's education' (S2026). 75% of students achieving a B or better in English, Maths and Science 100% of students accessing ICPs achieving their learning goals	Sem 1	Principal and teachers
Continue to provide regular scheduled planning days to facilitate co-planning and provide opportunities for principal and teachers to work collaboratively on planning, moderation, observation and feedback.			
Provide professional development opportunities in the following areas: Staff and community data literacy and use of data to identify student learning and teaching strategies Australian Curriculum Whole school planning and moderation processes Use of OneSchool Literacy continuum with a focus on reading and writing Digital Technologies Curriculum			

Improvement priority – Improve student, staff and community engagement and wellbeing.

Strategy – Ensure a consistent whole school approach to engagement and wellbeing.			
Review and update Parent and Community Engagement Framework and Learning and Wellbeing Framework to reflect current research based practices and departmental guidelines.	100% parents agree that 'student behaviour is well managed at this school.' (S2012)	Sem 1	All staff
Investigate and implement evidence-based social and emotional learning strategies based on trauma informed practice models.	100% students agree that 'my teachers care about me.' (S2063)		
Provide professional development opportunities in the following areas: <ul style="list-style-type: none"> Mental health and well being PACE and LWB Frameworks Trauma informed practice Developing positive classrooms and communities 	100% students agree that I feel safe at my school.' (S2037) 100% staff agree that 'the wellbeing of employees is a priority for my school.' (S3224)		
Strategy - Develop and foster family partnerships through purposeful and positive relationships.			
Actions	Targets	Timelines	Responsible Officer/s
Review Student Learning and Wellbeing Framework and develop an understanding of community attitudes towards mental health and wellbeing	100% parents agree that 'my child feels safe at this school.' (S2002)	Sem 1	All staff
Utilise the Be You and departmental resources to develop a school Action Plan to address priority areas for mental health and wellbeing.	100% parents agree that 'this school encourages me to take an active part in my child's education.' (S2026)		
Develop and implement Parent and Community Engagement Framework (PACE) with a focus on mental health and wellbeing.	100% of staff agree that 'my work has a direct positive impact on the community.' (S3228)		

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	15	19	13
Girls	8	11	7
Boys	7	8	6
Indigenous	8	9	8
Enrolment continuity (Feb. – Nov.)	75%	64%	100%

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

The 2018 school population consisted of students from Anglo-Saxon, Aboriginal, Torres Strait Islander and South Sea Islander and Asian backgrounds. Around half of the students live in the rural surrounds of the school, whilst the rest travel out to the school from the town of Home Hill. The school community group consists of a diverse mix of family groups including nuclear families, extended families, single parents and informal adoptive families. Within these family groups, there is a mix of employed and unemployed parents and carers.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	13	18	13
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

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

Our distinctive curriculum offerings include:

- A multi-age classroom in a small rural school that provides for ability based / differentiated learning.
- The Australian Curriculum is being implemented across all subject areas in our school. These subject areas are formally reported on at the end of each Semester
- Integrated approach to learning incorporating Literacy and Numeracy skills across learning in other curriculum areas, such as HASS, Science, Technology and The Arts.
- Information and Communication Technologies integrated into all areas of the curriculum. All students have access to Computers and other digital technologies including email and Internet.
- School Curriculum Camps and Excursions
- Regular links with other small schools in the district through programs such as Supporting Small School Science (S4) and Burdekin Small Schools' Cluster Days.

Co-curricular Activities

During 2018, students from our school participated in:

- Interschool Sports and Athletics Carnivals
- Burdekin Small Schools' Cluster Days – small school interaction days designed to promote social learning through activities like sports and science.
- Swimming (Term 4) – across whole school
- ANZAC Day Parade
- Home Hill Harvest Festival
- Home Hill Schools Coalition which promotes links between primary schools and the local high school
- S4 Science Camp where we joined with other small schools to visit central far North Queensland

How Information and Communication Technologies are used to Assist Learning

Information and Computer Technologies are seen as vital tools for children to use to find, store, manipulate and present data in its various forms. The current computer to student ratio is approximately 1:2. The internet provides students with data sources which extend upon the school's well stocked library. Word processing software is used to enhance the children's writing skills before publishing their work in any of numerous genres e.g. letters and PowerPoint presentations. Literacy and Numeracy software programs are also accessed by students for learning purposes along with web based educational programs such as Reading Eggs and Mathletics. Languages: Japanese is delivered digitally through iConnect at our school for students in Years 5 and 6. Students also utilise iPads to enhance their learning in a number of curriculum areas. This year, we continued our involvement in the ACARA Digital Technologies in Focus project with focuses on the successful implementation of the Australian Curriculum: Digital Technologies subject area. This project will run for 3 years.

Social climate

Overview

Overview

The small school enrolment ensures all children are well known to each other and to all staff members, giving a “family feel” to the school. The school has an active Parents and Citizens Association that holds annual events such as a Fancy Dress Ball and Trivia Night. The school has access to a Support Teacher Literacy and Numeracy (STLaN), a Guidance Officer and a Speech Pathologist. The school is also supported by the services of Burdekin Rural Health.

At Osborne State School we foster a positive learning environment which encourages all students, staff and the school community to interact effectively with one another. This is reflected in our School Responsible Behaviour Plan which states:

We believe that it is important that members of Osborne State School conduct themselves in a manner, which enables all school members to work. Essential to learning are:

- The rights of all students to learn
- The rights of all teachers to teach
- The rights of all to be safe.

Code of Conduct

1. I will take responsibility and care for people’s feelings and belongings.
2. I will be courteous towards others.
3. I will cooperate with all other people in the school community.
4. I will make sure my behaviour respects and considers others.
5. I will give all school activities my best effort and use common sense at all times.
6. I will show, in my behaviour, that I am proud of Osborne State School.

All areas of Osborne State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan for Students outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are made clear to everyone, assisting Osborne State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules, known as ‘The 4Bs’, to teach and promote our high standards of responsible behaviour:

- Be respectful,
- Be Responsible,
- Be Safe,
- Be Brave!

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour. The fair and consistent implementation of this plan has resulted in 100% of parents surveyed agreeing that “my child feels safe at this school”.

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%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	83%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school works with them to support their child's learning* (S2010)	100%	80%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	100%	100%

* 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)	DW	100%	
• they like being at their school* (S2036)	DW	100%	
• they feel safe at their school* (S2037)	DW	100%	
• their teachers motivate them to learn* (S2038)	DW	100%	
• their teachers expect them to do their best* (S2039)	DW	100%	
• their teachers provide them with useful feedback about their school work* (S2040)	DW	100%	
• teachers treat students fairly at their school* (S2041)	DW	100%	
• they can talk to their teachers about their concerns* (S2042)	DW	100%	
• their school takes students' opinions seriously* (S2043)	DW	100%	
• student behaviour is well managed at their school* (S2044)	DW	100%	
• their school looks for ways to improve* (S2045)	DW	100%	
• their school is well maintained* (S2046)	DW	100%	
• their school gives them opportunities to do interesting things* (S2047)	DW	100%	

* 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)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	DW
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%

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

* 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

Parent involvement is encouraged at our school in a variety of ways both formally and informally, this is achieved through:

- Fortnightly school newsletters;
- Weekly school parade and awards ceremony;
- Use of social media platforms such as Facebook;
- P & C functions and fundraising – Fancy Dress Ball, Raffles;
- Report Card Interviews (end of each Semester);
- End of Term/Year – Awards and Celebrations;
- Phone Calls and discussions (both formal and informal) and

Parent volunteering opportunities – classroom activities, excursions/camps/sports, transport.

Students individual needs are addressed through consultation with parents both formally and informally

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. At Osborne State School we use the 'You Can Do It – 5 Keys to Success' social and emotional wellbeing program to enhance our students' social skills. As part of this program, students learn the 'High 5' strategy to assist them in being able to resolve conflict without violence. We use the Daniel Morcombe program to teach our students how to recognise, react and report when they, or others, feel unsafe.

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	0	5	0
Long suspensions – 11 to 20 days	0	0	0
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

At Osborne State School, students and staff are encouraged to reduce their environmental footprint by regularly recycling using the school's recycling bins. In 2010, solar panels were also installed and were running during 2011-12 helping us to significantly reduce our power usage, this trend has resumed into 2018 following the discovery that our solar panels had been accidentally disconnected from the grid during 2016-17. As they have now been reconnected, we have been able to reduce our power usage to a level similar to that of 2015-16.

Students and staff at Osborne State School are encouraged to reduce their environmental footprint by acting sustainably in their use of resources such as paper and other consumables in the classroom. This is further encouraged through our close links with the Paluma Environmental Education Centre and our participation in the Reef Guardians project. Osborne State School does not pay for water as the school relies totally on water direct from underground.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	13,770	23,289	15,477
Water (kL)			

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	3	2	0
Full-time equivalents	2	1	0

*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	1
Graduate Diploma etc.*	
Bachelor degree	2
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 \$10,287.

The major professional development initiatives are as follows:

During 2018 our staff participated in number of professional development opportunities including:

- QASSP Annual Principals' Conference
- Australian Primary Principals' Association (APPA) Conference
- Take the Lead, Band 7-10
- North Queensland Learning Fair and Roadshow
- Leaders Leading Leaders – Mentoring program
- Moderation
- Regional web conferences
- Implementation of Quality Teaching and Learning – co-plan, co-teach, co-assess, co-reflect model

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

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.	98%	94%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	90%	95%	91%
Attendance rate for Indigenous** students at this school	88%	97%	91%

* 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

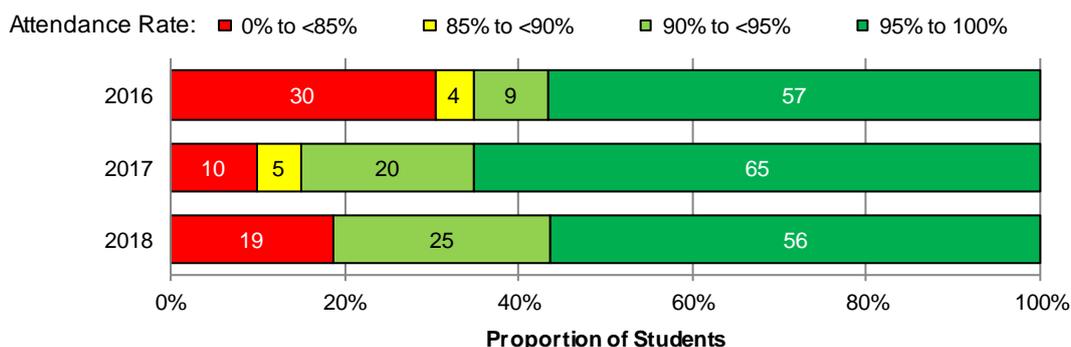
Year level	2016	2017	2018
Prep	66%	94%	81%
Year 1	97%		91%
Year 2	92%	98%	DW
Year 3	87%	97%	95%
Year 4	92%	97%	DW
Year 5	DW	96%	DW
Year 6	DW	92%	96%

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.

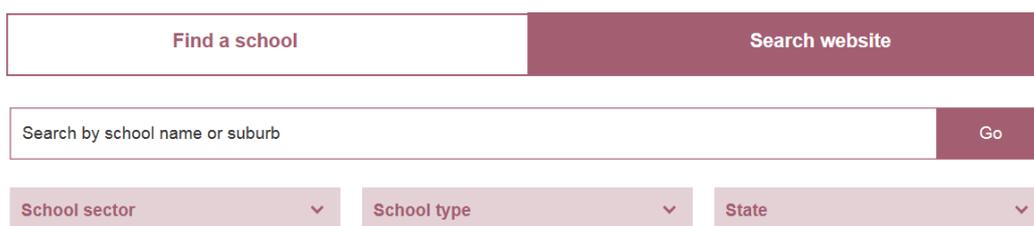
At Osborne State School we value regular school attendance and encourage students to attend regularly through our school rewards system and regularly reporting attendance data in our school newsletter. If students are absent from school, parents are contacted via phone prior to 9:30am on the day of absence. Parents are also asked to inform the school about student absences via phone, email, messenger or SMS. All student absences and parent contacts are recorded in OneSchool.

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.



The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Above the search bar are two buttons: "Find a school" and "Search website". Below the search bar are three dropdown menus labeled "School sector", "School type", and "State".

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



A rectangular button with a thin border and the text "View School Profile" centered inside.

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



The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" item is highlighted with a dark background.

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.