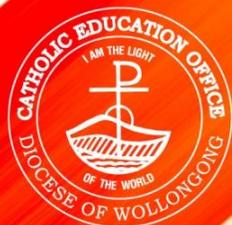


Annual School Report

2014



About This Report

St Justin's Catholic Primary School, Oran Park is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) NSW and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2015.

Further information about the school or this Report may be obtained by contacting the school:

St Justin's Catholic Primary School
PO Box 889
Narellan NSW 2567
Ph: (02) 4631 5200
Fax: (02) 4631 5202
Email: info@sjopdow.catholic.edu.au
Website: www.sjopdow.catholic.edu.au

Parish Priest: Fr Michael Williams

Principal: John Milgate
Date: 12 December 2014

Vision Statement

Founded and enlivened by the person of Jesus Christ, St Justin's school community strives to pursue a quality Catholic education for all, through "Faith, Reason and Harmony".

Message from Key School Bodies

Principal's Message

St Justin's Catholic Parish Primary School, Oran Park takes pleasure in presenting its Annual School Report. This opportunity to report on the school community allows for recognition and acknowledgement of the work done by the Parish Priest, the school community, the teaching and administrative staff, the parents and students in continued the development of this rapidly expanding school. The work undertaken in 2014, has positioned the school well for the future.

Parent Involvement

2014 has been another successful year for the Parents and Friends Association (P&F). The P&F focused on running events and social gatherings to generate funds that could be used for the enhancement of our children's education at St Justin's. With the ongoing construction of the school and the expanding student population there has not been any significant investment identified or required from the P&F. Funds have therefore been invested as we await any unforeseen needs at the end of the building program.

A big thank you to every parent, family member or friend who has been involved with the school this year. To those who have participated in organising committees or assisted with events your time and effort is much appreciated.

Parents and Friends Association, President

Student Leadership

The student leadership team was comprised of School Captains, Vice Captains and House Captains. The student leadership team have had continuous support from the Principal and teachers and have contributed in many ways to the life of the school. Throughout the year there were many opportunities for the team to share the responsibilities as leaders, including; swimming carnival; athletic carnival; gala days; leading school assemblies; handing out awards; welcoming guests to the school; attending the Campbelltown Catholic Club Mass; and the Year 6 Mass with the Bishop.

Being school leaders has given us the opportunity to be role models to other students and has taught us an important set of skills that we can carry into the future.

School Leaders

School Profile

School Context

St Justin's Catholic Primary School is a Catholic systemic co-educational school located in Oran Park. The school caters for students in years K-6 and has a current enrolment of 544.

Situated in the Parish of Camden and established in 2012 St Justin's is quickly expanding into a modern four stream school. The school enjoys a positive affiliation with the Parish community of St Paul's Camden, supporting the sacramental and liturgical life of the Parish. A feature of the school is its modern well-appointed facilities that allow for the flexible use of learning spaces, enabling a high level of collaboration between both the students and the staff.

Student Enrolments

| 2014 enrolments | |
|-----------------|-----|
| Boys | 288 |
| Girls | 256 |
| Total | 544 |
| Indigenous | 15 |
| LBOTE | 68 |

The Diocesan Primary Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website www.sjopdow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2014.

Student Attendance

| 2014 Attendance | Male | Female |
|------------------------|-------------|---------------|
| Kinder | 96.0% | 95.8% |
| Year 1 | 94.5% | 93.9% |
| Year 2 | 94.6% | 95.2% |
| Year 3 | 94.4% | 96.3% |
| Year 4 | 95.3% | 95.4% |
| Year 5 | 94.1% | 95.4% |
| Year 6 | 96.2% | 94.5% |
| Whole school | 95.0% | 95.2% |

Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staffs, as part of their duty of care, monitor part or whole day absences.

Parents are required to supply notification as to the reason for their child's non-attendance on the day that they return to school. The school administration staff issue reminder notices to families who fail to comply. The school administration staffs periodically review any student who has significant non-attendance and report to the principal. When a student has a significant period of non-attendance the parents are contacted for an interview or a registered letter is sent to the home address. Parents must apply for an exemption from school for any absence that is related to anything other than illness.

Staffing Profile

There are a total of 26 teachers and 13 support staff at St Justin's Catholic Primary School. This number includes 23 full-time, 3 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

| | |
|---|------|
| Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines | 100% |
| A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education | 0% |

*Australian Education Institution – National Office of Overseas Skills Recognition Staff

Teacher Attendance and Retention

The average daily teacher attendance rate for 2014 was 96.9%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 100 %.

Professional Learning

During 2014 St Justin’s Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement (SRI) priorities.

These included:

A. St Justin’s Catholic Primary School whole school development days involving 38 staff.

These days focused on:

- Australian Curriculum – English; and
- Staff Spirituality - Godly Places through music and storytelling.

B. Other professional learning activities provided at school level including CEO run courses:

- Learning for Leadership (1 staff);
- School-wide Positive Behaviours for Learning (SPB4L) (6 staff);
- Angels for Autism/Positive Partners (4 staff);
- Analysis of National Assessment Program – Literacy and Numeracy (NAPLAN)(26 staff);
- Religious Literacy (26 staff);
- Australian Curriculum – English (26 staff);
- Disability Discrimination Act (26 staff);
- Australian Curriculum – Science (26 staff);
- Australian Curriculum Science Facilitator (2 staff);
- Anaphylaxis Training (38 staff);
- Emergency Care (25 staff);

- Cardiopulmonary Resuscitation (30 staff); and
- Applied First Aid (6 staff)

The average expenditure by the school on professional learning per staff member was \$356.

In addition, professional learning opportunities were provided by the CEO with an additional average expenditure per staff member of \$1078.

Catholic Life & Religious Education

St Justin's vision and mission statement implicitly connects the school's intent to the charism of St Justin. Significant emphasis was placed on Catholic Identity in the school as the school continued to expand in student numbers. Catholic Identity was clearly visible through the celebration of important feast days, school participation in liturgies and in the displays of sacred spaces around the school and within classrooms.

Liturgical celebrations were planned in consultation with the Parish Priest to ensure they were meaningful and appropriate for the students. Major feast day celebrations were held to commemorate the feast of St Justin, St Mary of the Cross MacKillop, and the Assumption. Liturgies were held to celebrate beginning and ending of the school year, Ash Wednesday, Easter, Advent and honouring grandparents.

A culture of prayer and celebration existed which was evidenced by Friday morning school prayer at assemblies and class prayer. Staff participated in fortnightly prayer and the Religious Education Coordinator (REC) provided the staff with spiritual direction.

Year 6 students attended the Year 6 Mass and gathering with the Bishop Ingham and other Year 6 students from across the Macarthur Precinct.

All classroom teachers taught Religious Education (RE) based on the current Diocesan Curriculum and Year 4 students participated in the Diocesan Religious Literacy Assessment. The results of this assessment were distributed to the parents of the students as well as being analysed by the staff to influence future learning experiences for the students. Significant funds were spent on resources to support the implementation of Religious Education.

Staff continued to be heavily involved in supporting students as Parish Sacramental Associates.

The school planned and promoted social justice by supporting several charitable initiatives. The school raised and donated to Caritas, Catholic Missions and the St Vincent de Paul Winter appeal as well as food hampers to the St Vincent de Paul Christmas appeal and a donation to Mary's Rosary Chain for Rosary beads.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2014. The school cohort in 2014 consisted of 77 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on the 25th August 2014 and 77 students completed the Extended Task (Part B). The Extended Task was based on the Unit: "Mary, Mother of God: First among the saints" and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending. Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their knowledge of:

- the saints and how they loved and served others,
- the Commandments and how they relate to life experiences,
- the saints and how they are models of love and service
- the key events in the Scriptures that tell of Mary's openness to God

The student's responses showed a need to develop their capacity to work with and apply the religious tradition especially in their ability to:

- recall and sequence the events of Advent and Christmas
- identify the concept of Trinity
- identify Jesus' example of service to others
- demonstrate basic understanding of the Sacrament of Penance
- identify and match items in the Church

In Part B students displayed an ability to work with and apply their religious knowledge.

For Part A, 35.5% of students were placed in the developing level, 64.5% in the achieving level and 0% were in the extending level.

For Part B, 7.8% of students were placed in the developing level, 80.5% in the achieving level and 11.7% were in the extending level.

Combining Parts A and B, 23% of students were placed in the developing level, 72.4% in the achieving level and 3.9% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement (SRI) is an on-going process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2014:

- **Key Area 1: Catholic Life and Religious Education**

- 1.3 Catholic Life and Culture

- Goal: To develop a Catholic Community where there is daily integration of faith in the life of the school.

- **Key Area 2: Students and their Learning**

- 2.2 Integration of Information and Communication Technology (ICT)

- Goal: Integration of Information and Communication technology is paramount in the pedagogical approach of the school. Students are aware of their responsibilities in the usage of technologies.

- 2.5 Pastoral Care

- Goal: To develop clear processes for the pastoral care of students, staff and families.

- **Key Area 3: Pedagogy**

- 3.2 Provision for the diverse needs of learners

- Goal: To develop a whole school commitment to an inclusive approach to the provision for diverse learning needs of students.

- 3.3 Teaching practices

- Goal: To build effective and contemporary teaching practice.

- **Key Area 5: Resources, Finance and Facilities**

- 5.4 Financial management

- Goal: To develop sound financial practices and accountabilities.

- **Key Area 6: Parents, Partnership, Consultation and Communication**

- 6.1 Parent involvement

- Goal: To build a community where parents feel invited and involved as partners in their children's learning.

School Review and Improvement components to be reviewed and rated in 2015:

The following School Review and Improvement components have been chosen to be reviewed in 2015. These areas have been chosen based on staff input and analysis of student learning data.

- **Key Area 1: Catholic Life and Religious Education**

- 1.2 Religious Education

- **Key Area 2: Students and their learning**

- 2.3 Reporting student achievement

- **Key Area 3: Pedagogy**

- 3.2 Provision for diverse needs of learners

- 3.3 Teaching practices

- 3.4 Planning, programming and evaluation

- 3.5 Assessment

- **Key Area 5: Resources, Finance and Facilities**

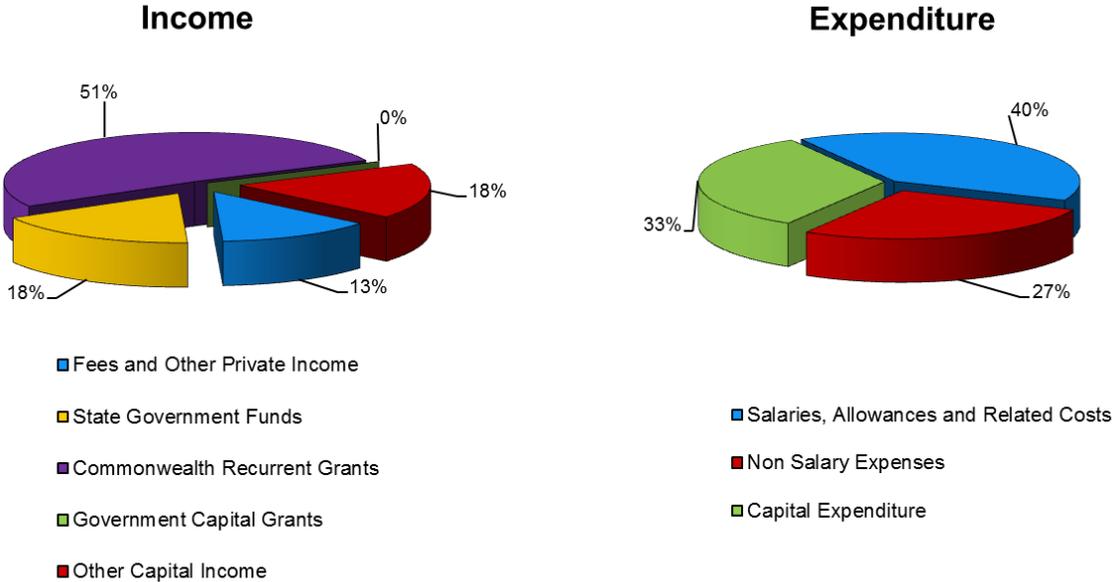
- 5.2 Use of resources and space

- 5.3 Environmental stewardship

Financial Summary

The Catholic Education Office provided significant funds to purchase resources across Key Learning Areas and developing the library collection. Funds held at the end of the financial year are allocated to the purchase of further furniture, equipment and resources for the continued expansion and growth of the school.

The following graphs reflect the aggregated income and expenditure for St Justin’s Catholic Primary School, Oran Park for the year ended 31 December 2014. This data is taken from the 2014 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

Introduction

At St Justin’s it is recognised that learning occurs most effectively within a supportive school environment. The well being of students and staff operates within the Safe Schools Framework and is underpinned by core school values. The school’s motto ‘Faith, Reason and Harmony’ is a constant reference point for encouraging positive behaviour.

Pastoral Care

In 2014, St Justin’s implemented a range of programs and initiatives to care for the welfare of students, staff and parents. The school awards scheme is an example of the school’s commitment to recognising the good behaviour of the students. Good behaviour is recognised daily through the accumulation of merit stickers and blue awards. The accumulation of five blue awards leads to the presentation of a white merit award. Subsequently five white awards lead to the presentation of a Principal’s Award at the weekly assembly. Five Principal’s awards lead to the presentation of a Principal’s medal. The school also regularly acknowledges students for the St Justin’s medallion, which is presented to students for an exceptional community

The school has policies and procedures in place that support the National Safe Schools Framework. During 2014 the school continued its School Wide Positive Behaviours for Learning initiative (SPB4L). The focus of this initiative was to look at the rules and procedures in place that affected the learning and behaviour outside the classroom environment. As a consequence the school expectations for behaviour on the playground were reviewed and then explicitly taught. Next year the school will use this initiative to review rules and expectations within the classroom setting.

CatholicCare provided family counselling support to the school on a weekly basis and a program called 'Everyday Peacemakers' was implemented in Year 2 to target conflict and bullying issues. The school partnered with Macquarie University to commence a study that aims to prevent anxiety and victimisation through education. Those students identified through the survey will have the opportunity to participate in the Cool Kids: Taking Control program for the next two years. The school participated in the annual National Day of Action against Bullying and Violence with students participating in a number of events and culminating in a special assembly

Community links were created through the establishment of a Mini Vinnies group to support the work of the local St Vincent de Paul Society. The school supported cancer research with a donation through the footy colours day.

The school is committed to providing a safe and supportive environment, characterised by fairness, mutual trust, respect and reconciliation. The school utilises the restorative justice approach when dealing with matters of discipline. Any parent, student or community member who has a grievance has the right to have the matter addressed.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2014.

In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

Learning and Teaching

Introduction

St Justin's is committed to establishing quality Catholic Learning and Teaching. All BOSTES requirements are being met as the school seeks to implement a contemporary curriculum to meet the needs of students.

In addition to the Key Learning Area (KLAs) prescribed by BOSTES, students have been provided with courses of study in Religious Education in accordance with Diocesan policy.

Curriculum and Pedagogy

In each classroom, teachers timetable across Key Learning Areas (KLAs) according to the minimum time requirements of the BOSTES and Diocesan Policy.

Syllabus implementation

Throughout 2014 teachers attended professional development opportunities to increase knowledge in the implementation of the National Curriculum in the areas of English and Mathematics. Teachers also attended staff meeting to prepare for the implementation of the National Curriculum in Science.

Assessment and reporting

Teachers continued considerable work on rich assessment tasks across all KLAs. In both literacy and numeracy, assessment data from the National Assessment Program Literacy and Numeracy (NAPLAN) in Year 3 and 5, and Best Start in Kindergarten drive learning programs. The results were used to inform learning and teaching and identify students at risk.

Integration

Teachers attempted, where possible to integrate learning experiences from across KLA's. They utilised an inquiry based model which made learning experiences more relevant and allowed for more than one outcome to be achieved through the learning experience.

Technology supporting learning

The school's Information Communication and Learning Technology Plan (ICLT) enabled the school to continue to establish significant levels of technology to support learning. All learning areas are well resourced in technological hardware. This level of technology supports the inquiry based learning model and in individual learning projects.

Cross Curriculum

Indigenous Education

During 2014 a School Support Officer worked with Indigenous students in the classrooms. An Aboriginal Education Assistant visited the school weekly to introduce all students to various aspects of Aboriginal culture. Indigenous Education perspectives were integrated across all

KLAs. Resources were purchased to support this initiative. Indigenous Education Plans were devised for all students identified as aboriginal.

Meeting the needs of all students

Diversifying learning

Teachers undertook professional development on how to diversify learning to meet individual needs. This often involved open-ended tasks to allow for learning to occur at the developmental need of the students.

Gifted Education

During 2014 the school developed procedures to identify and support gifted and talented students. The process involved all students in Year 3 and new students to the school in Year 4-6 undertaking an Australian Council for Educational Research (ACER) General Ability Test (AGAT). A number of students in Year 2 were also identified and assessed. Those students who were identified as high achievers underwent further testing using the Slossen Intelligence Test. As a result a number of students were selected to participate in the Diocesan project "Stretching Potential through Learning in Interactive Challenging Environments in the Diocese of Wollongong" (SPLICED) or undertake acceleration in their area of expertise.

Special Education needs

In addressing the individual needs of the students, a variety of individual support structures were provided. These included School Support Officer (SSO) intervention across the school. Students with specific learning needs were supported through the School Review Committee. The committee is comprised of the class teacher, Principal and Assistant Principal, who acts as the Review Committee Manager. Class teachers met with parents of these students twice a year to set individual learning outcomes and to review progress. SSOs who worked in partnership with the teaching staff supported these students in class.

In addition, the school had thirty seven students who received additional funding for special education needs. Transition meetings were held twice a year, with parents and teachers of these students, to evaluate and plan achievable short term learning goals. Individual Education Plans were developed for these students. Four staff undertook professional development in the area of autism and then led professional development for the remainder of the staff on ways to support those students enrolled in the school that had a diagnosis of autism.

Expanding Learning Opportunities

Excursions

All classes were provided with opportunities to enhance learning through excursions and visiting workshops. Excursions included visits to Calmsley Hill City Farm, Wannabees Family Play Town, Camden Park Environmental Education Centre, Pure Gelato Factory. Michael Mangan and Life Education provided visiting workshops. Year 5 and 6 attended a leadership camp to Wedderburn.

Sport

Opportunities to participate in sport and fitness were well catered for through weekly Physical Education and sport. In addition, students participated in school swimming, athletics, and cross country carnivals. Primary aged students had the opportunity to trial and participate in soccer, netball, rugby league and basketball gala days. The National Rugby League ran clinics. Several students had the opportunity to represent the Diocese of Wollongong in sporting trials in swimming, cross country and athletics.

Music

Opportunities were provided for students to participate in music tuition, by the music bus in: keyboard, guitar, drums, vocals and rock band and also the school band run by Bandemonium.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

NAPLAN is implemented for students in Years 3 and 5 and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

The school's results in the National Assessment Program (NAPLAN) were stronger in Year 5 than in Year 3. Overall the students performed stronger in literacy than numeracy with the exception of Year 5 who demonstrated a significant improvement on 2013. Year 5 reading results were significantly higher than 2013 with the school average being above state average. Grammar, punctuation and spelling results have made gains in the last two years and will remain the focus of improvement for 2015. Those students who did not meet national minimum standards had already been identified by the school and currently receive additional learning support.

Student Achievement in Bands

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

| NAPLAN % in Bands | | YEAR 3 | | | YEAR 5 | | |
|--------------------------|----------|------------------|------------------|------------------|------------------|------------------|------------------|
| | | Bands 1 and 2 | Bands 3 and 4 | Bands 5 and 6 | Bands 3 and 4 | Bands 5 and 6 | Bands 7 and 8 |
| Reading | School | 8% | 55% | 37% | 9% | 53% | 39% |
| | National | 15% | 39% | 46% | 15% | 39% | 46% |
| Writing | School | 6% | 39% | 55% | 9% | 72% | 19% |
| | National | 13% | 48% | 39% | 13% | 48% | 39% |
| Spelling | School | 19% | 31% | 50% | 14% | 62% | 26% |
| | National | 17% | 40% | 44% | 17% | 40% | 44% |
| Grammar & Punctuation | School | 11% | 44% | 45% | 14% | 48% | 39% |
| | National | 14% | 36% | 50% | 14% | 36% | 50% |
| Numeracy | School | 13% | 65% | 23% | 14% | 63% | 23% |
| | National | 15% | 48% | 37% | 20% | 54% | 26% |

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

| NAPLAN % AT or ABOVE NMS | | YEAR 3 | YEAR 5 |
|--------------------------------|----------|--------|--------|
| Reading | School | 95% | 98% |
| | National | 94% | 93% |
| Writing | School | 98% | 100% |
| | National | 94% | 90% |
| Spelling | School | 97% | 98% |
| | National | 93% | 93% |
| Grammar & Punctuation | School | 94% | 98% |
| | National | 94% | 93% |
| Numeracy | School | 97% | 100% |
| | National | 95% | 93% |

Parent, Student and Staff Satisfaction

Parents were given the opportunity to respond to an online survey to gauge areas of satisfaction.

Parents indicated that they were satisfied that the school helped to develop a knowledge and understanding about Catholic tradition with 99% agreeing. The parents also indicated that the school provided opportunities for parents to become involved in the life of the school, with 97% agreeing. Other areas of high satisfaction were: that the school provides a safe and supportive environment (97%); that the school challenges students to maximise their learning (93%); that the school strives to meet the students individual learning needs (96%); that the teachers are genuinely interested in the welfare of the students and promotes student success and achievement through the rewards system (98%); that the school effectively communicates information about activities and events (98%). The parents also indicated the improvements achieved with electronic distribution of the newsletter and communication alerts send via skoolbag app notifications.

A survey was conducted of primary aged students in Year 5 and 6 in 2014. The students indicated high degrees of satisfaction. The highest being that 98% of students agreed the school helps students to understand the Catholic faith. Other areas of high satisfaction were: that teachers encouraged them to learn to the best of their ability (95%); understanding their rights and responsibilities (92%); pride in school (92%); feeling safe at school (92%); knowing who to approach if they have a problem (92%); and that there are sporting and other activities to become involved in (94%).

Through the School Review and Improvement process the staff have indicated satisfaction in the following areas: the school has a significant commitment to an inclusive approach to the provision for diverse learning needs of students; that the school provides appropriate and informative information to parents about student progress; that the school has developed strong pastoral care processes and procedures. Staff agree that the area still requiring additional work is around students understanding their rights and responsibilities. This area will continue to be a focus as the school expands in student numbers.

