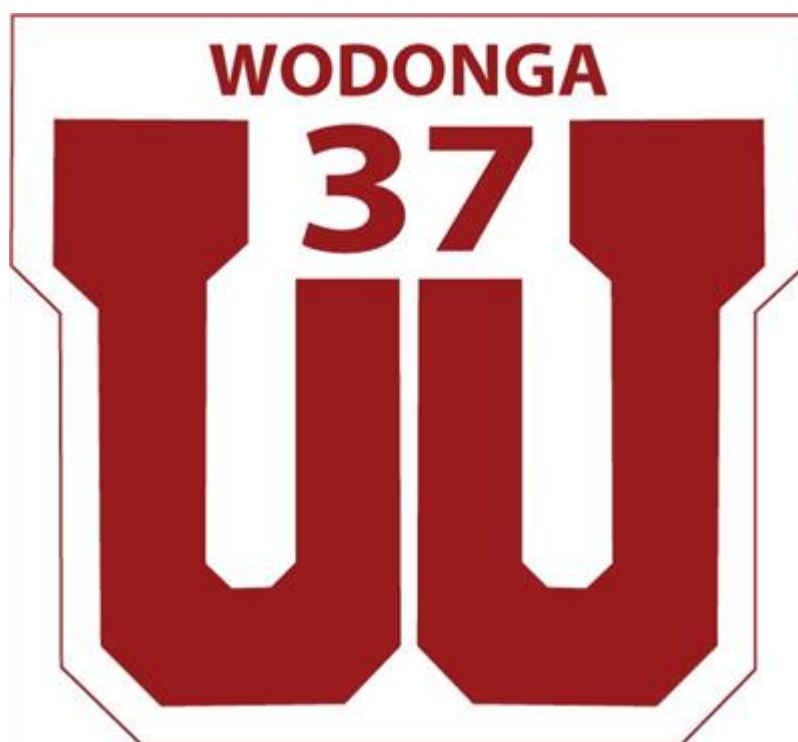


2021 Annual Implementation Plan

for improving student outcomes

Wodonga Primary School (0037)



Submitted for review by Damian Duncan (School Principal) on 08 February, 2021 at 01:38 PM
Endorsed by John Pryor (Senior Education Improvement Leader) on 09 February, 2021 at 11:11 AM
Endorsed by Nat Thompson (School Council President) on 10 February, 2021 at 12:29 PM

Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Excelling
	Instructional and shared leadership	Excelling
	Strategic resource management	Excelling
	Vision, values and culture	Embedding moving towards Excelling

Positive climate for learning	Empowering students and building school pride	Embedding moving towards Excelling
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	Excelling
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

Community engagement in learning	Building communities	Excelling
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Embedding moving towards Excelling

Enter your reflective comments	2020 has challenged our school, however through these challenges, Wodonga Primary School staff and the school community has used existing strengths to ensure our school maintained our strength areas, while also addressing our school improvement initiatives.
Considerations for 2021	Use the DET guidance to plan our goals that incorporates addressing society in a post Covid normal environment. (Goal 0) Return to our strategic plan of; a. Meta-cognition b. Leadership
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	To support the 2021 Priorities
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Intellectual engagement and self-awareness	Connected schools priority
Goal 2	To improve student outcomes in Reading and Maths.
Target 2.1	<p>Year 3 and 5 VCAA/NAPLAN mean data score to be at or above schools with similar characteristics for Reading and Maths</p> <p>Relative growth in VCAA NAPLAN data for students in Years 3 and 5 (Maths and Reading) to be at or above like schools.</p> <p>Teacher Victorian Curriculum judgements to indicate a growth of 10% (2017 was 77.7%) in students achieving a C or above in Reading and Maths.</p>

Key Improvement Strategy 2.a Building practice excellence	To build a positive Mathematical culture where all students believe that Mathematics makes sense and that students can learn and get stronger at Mathematics.
Key Improvement Strategy 2.b Curriculum planning and assessment	To build staff understanding of the Mathematical Proficiencies and their capacity to include the Proficiencies in the planning and implementation of Maths Learning and Assessment.
Goal 3	To increase student intellectual engagement to maximise student learning outcomes.
Target 3.1	<p>Relative growth in VCCA NAPLAN data Year 3 and 5 (Reading, Maths, Writing) to be at or above schools with similar characteristics</p> <p>Teacher Victorian Curriculum judgements to indicate growth of 7.6% to reach 85% (currently 77.4%) in students achieving a C or above in all curriculum areas.</p> <p>Department Attitudes to School Survey domain of "Effective teacher practice for cognitive engagement" will demonstrate a 10% growth from 2018 baseline data to the 2021 student opinions of "effective teaching time" and "differentiated teaching challenge" categories.</p>
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Increase teacher's capacity to teach meta-cognitive strategies to students.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	The school works with the community to create a culture of mutual responsibility for independent learning.
Goal 4	Build a leadership structure which enhances learning leader's capacity to lead and implement change.

Target 4.1	<p>Results from the staff survey indicate the following:</p> <ul style="list-style-type: none"> • Collective efficacy to be above State mean • Leadership visibility to be above State mean • Staff survey to maintain above state results in School Climate and Leadership modules
Key Improvement Strategy 4.a Building leadership teams	To support the school’s capacity in Instructional & Shared Leadership through the implementation of the DET’s Literacy Strategy.
Key Improvement Strategy 4.b Building leadership teams	To build transformational leadership processes through year level leaders using the Professional Learning Community model to promote open dialogue and trust
Goal 5	Sustain and embed previously established PLC philosophies and organisational structures, therefore being able to provide link support to emerging PLC schools.
Target 5.1	<p>This is a one year goal as Wodonga Primary School will be a PLC Link School in 2020. ** DET Funding continued into 2021 ***</p> <p>Establish a culture of collaboration for improvement based on the use of data and evaluation of impact on learning.</p> <p>Increase the area of “Data used to focus and drive collaborative improvement and evaluate impact on learning” from evolving to embedding on the PLC Maturity Matrix in 2020</p> <p>Continue to improve student and teacher attitudes towards Maths – I can learn and understand Maths</p> <p>Improve student outcomes in Maths at C or above by 2.5% based on teacher judgement of the Victorian Curriculum.</p>

Key Improvement Strategy 5.a Building leadership teams	Build a distributive leadership model, specific to the PLC Principles, at all levels across the school.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	To support the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>K1a - An increase in Reading teacher judgement for Victorian Curriculum scores (currently 69.28% at expected benchmark) by Semester 1 reports 2021.</p> <p>An increase in Mathematics teacher judgement for Victorian Curriculum scores (currently 58% at expected benchmark) by Semester 1 reports 2021.</p> <p>K1b - An increase in ATOS the percentage of students "enjoy being at school" positive responses (currently 2020, 59%).</p> <p>K1c - Increase parent connections to school through the revised home reading priority.</p>
To improve student outcomes in Reading and Maths.	No	Year 3 and 5 VCAA/NAPLAN mean data score to be at or above schools with similar characteristics for Reading and Maths	

		<p>Relative growth in VCAA NAPLAN data for students in Years 3 and 5 (Maths and Reading) to be at or above like schools.</p> <p>Teacher Victorian Curriculum judgements to indicate a growth of 10% (2017 was 77.7%) in students achieving a C or above in Reading and Maths.</p>	
To increase student intellectual engagement to maximise student learning outcomes.	Yes	<p>Relative growth in VCCA NAPLAN data Year 3 and 5 (Reading, Maths, Writing) to be at or above schools with similar characteristics</p> <p>Teacher Victorian Curriculum judgements to indicate growth of 7.6% to reach 85% (currently 77.4%) in students achieving a C or above in all curriculum areas.</p> <p>Department Attitudes to School Survey domain of "Effective teacher practice for cognitive engagement" will demonstrate a 10% growth from 2018 baseline data to the 2021 student opinions of "effective teaching time" and "differentiated teaching challenge" categories.</p>	<p>As a response to a decline in data during the Covid disruptions we are looking to return to our our baseline data results from 2018.</p> <p>(2018) 89% effective teaching time (2018) 90% differentiated teaching challenge</p> <p>(2020) 80% effective teaching time (2020) 77% differentiated teaching challenge</p>
Build a leadership structure which enhances learning leader's capacity to lead and implement change.	No	<p>Results from the staff survey indicate the following:</p> <ul style="list-style-type: none"> • Collective efficacy to be above State mean • Leadership visibility to be above State mean 	

		<ul style="list-style-type: none"> • Staff survey to maintain above state results in School Climate and Leadership modules 	
Sustain and embed previously established PLC philosophies and organisational structures, therefore being able to provide link support to emerging PLC schools.	No	<p>This is a one year goal as Wodonga Primary School will be a PLC Link School in 2020. ** DET Funding continued into 2021 ***</p> <p>Establish a culture of collaboration for improvement based on the use of data and evaluation of impact on learning.</p> <p>Increase the area of “Data used to focus and drive collaborative improvement and evaluate impact on learning” from evolving to embedding on the PLC Maturity Matrix in 2020</p> <p>Continue to improve student and teacher attitudes towards Maths – I can learn and understand Maths</p> <p>Improve student outcomes in Maths at C or above by 2.5% based on teacher judgement of the Victorian Curriculum.</p>	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	K1a - An increase in Reading teacher judgement for Victorian Curriculum scores (currently 69.28% at expected benchmark) by Semester 1 reports 2021.

	<p>An increase in Mathematics teacher judgement for Victorian Curriculum scores (currently 58% at expected benchmark) by Semester 1 reports 2021.</p> <p>K1b - An increase in ATOS the percentage of students "enjoy being at school" positive responses (currently 2020, 59%).</p> <p>K1c - Increase parent connections to school through the revised home reading priority.</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Learning, catch-up and extension priority Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority Yes
KIS 3 Intellectual engagement and self-awareness	Connected schools priority Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.
Goal 2	To increase student intellectual engagement to maximise student learning outcomes.
12 Month Target 2.1	As a response to a decline in data during the Covid disruptions we are looking to return to our our baseline data results from 2018.

	(2018) 89% effective teaching time (2018) 90% differentiated teaching challenge (2020) 80% effective teaching time (2020) 77% differentiated teaching challenge	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Increase teacher's capacity to teach meta-cognitive strategies to students.	Yes
KIS 2 Intellectual engagement and self-awareness	The school works with the community to create a culture of mutual responsibility for independent learning.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Due to 2020 disruptions, teaching staff's ability to embed and develop meta-cognitive approach at Wodonga Primary School was inhibited. Further work in required in 2021 to meet the SSP targets.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>K1a - An increase in Reading teacher judgement for Victorian Curriculum scores (currently 69.28% at expected benchmark) by Semester 1 reports 2021.</p> <p>An increase in Mathematics teacher judgement for Victorian Curriculum scores (currently 58% at expected benchmark) by Semester 1 reports 2021.</p> <p>K1b - An increase in ATOS the percentage of students "enjoy being at school" positive responses (currently 2020, 59%).</p> <p>K1c - Increase parent connections to school through the revised home reading priority.</p>
KIS 1 Evidence-based high-impact teaching strategies	Learning, catch-up and extension priority
Actions	Implement a school wide tutoring intervention program which targets students who did not make adequate progress during remote learning.
Outcomes	<p>Students requiring academic catch up will:</p> <ul style="list-style-type: none"> -Meet with a grade level intervention tutor at least 3 times per week for targeted instruction. -Can articulate their identified learning goals for the small group TLI sessions -Know when they have been successful -Be an active participant in TLI sessions <p>Teachers will:</p> <ul style="list-style-type: none"> -Meet in weekly collaboration to discuss and plan for targeted intervention based on student need. -Use school-wide assessment schedule to access point of need to designated students. -Participate in school-wide professional learning for high impact small group group teaching approaches. -Create IEPs and communicate with families regularly regarding the academic progress of their child. -Staff PDP will be aligned to Building Practice Excellence in small group instruction. <p>Leaders will:</p> <ul style="list-style-type: none"> -Create timetabled opportunities for an increase in release from face to face teaching that in-turn increases Learning Specialist's

	ability to coach, mentor, observe staff and build their teams capacity. -Use Tutor Learning Initiative teachers (6) to increase small group support to designated students -Monitor the fidelity of the use of appropriate assessment tools within the school. -Ensure PLCs are running effectively and ICC's developed to respond to students data. -Provide professional learning opportunities for small group teaching approaches within the school context and through DET / Bastow offerings.			
Success Indicators	Formal data tracking processes for students accessing the tutor program Class by class evidence of daily small group planning for students Progress against IEP's Teacher Victorian Curriculum data, Fountas and Pinnell, Essential Assessment Staff PDP will reflect growth in Building Practice Excellence in small group instruction			
Activities and Milestones	Who	Is this a PL Priority	When	
Employ the equivalent of 6 full time teachers for 12 months to run tutoring program across the 2021 school year.	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	
SIT will monitor the implementation of the tutoring program.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Year level collaborative teams will use assessment data to plan for targeted small groups weekly monitor impact and make adjustments	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Assessment protocols which includes progress tracking be established on the G-Drive and Compass Analytics	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	

Access and utilize Professional Learning offerings from DET and Bastow around small group instruction.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	
Allocation of staff Professional Learning through meeting schedule and Curriculum Days.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>Whole School:</p> <ul style="list-style-type: none"> - Further embed school values with a targeted focus on our 5c's vision principles - Regular reviews of Compass data (whole school, cohort and individual students). - Continue to implement the Education Support dog program school wide <p>Classroom Level:</p> <ul style="list-style-type: none"> - Explicit teaching of Respectful Relationships within the designated curriculum time. <p>Individual and Tailored level:</p> <ul style="list-style-type: none"> - Strengthen relationships and engage with students and families, particularly 'at-risk' students to increase sense of belonging. 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Engage in timetabled Respectful Relationships sessions each week. - Receive regular communication and support from the school (particularly families of 'at-risk' students). - Access the yard programs provided by the wellbeing team - Model school values <p>Teachers will:</p> <ul style="list-style-type: none"> - Model school values. - Engage in collaborative discussions around Respectful Relationships - Recognise students' demonstrations of the school values (verbally and/or through initiatives such as whole school assembly awards). - Plan explicit activities to build students' resilience and well-being through Respectful Relationships 			

	<ul style="list-style-type: none"> - Continue to embed our school-wide language when addressing student behaviours (positive and undesirable) KINDER rules - Utilise the well-being team and their programs to increase student engagement <p>Leaders will:</p> <ul style="list-style-type: none"> - Support the well-being team in their school-wide approach to implementing Respectful Relationships and well-being programs within the school - Continue to work closely with the well-being team to ensure we foster positive mental health and normalise support-seeking for staff and students - Allocate funds within the budget to support the launch of the Sensory Room - Support the well-being team to continue tracking and analysing students well-being data including compass, attendance, ATOS and demonstrations of school values i.e. KIND tickets 			
Success Indicators	<p>Whole School: An increase in ATOS the percentage of students "enjoy being at school" positive responses (currently 2020, 59%).</p> <p>Classroom Level: - Teachers communicating well-being concerns to Leadership/Well-being team through the G Drive referral system and yard support plans</p> <p>Individual and Tailored Level: - Individual Well-being Plans created for students identified as 'at risk' with trusted advocates listed (eg, yard plans, BMP, safety plans, IEP's well-being case notes)</p>			
Activities and Milestones	Who	Is this a PL Priority	When	
Development and distribution of Whole School Respectful Relationships / Wellbeing Units focusing on engaging students and personal growth	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	
Implementation of lunchtime clubs and engagement activities that are strategically scheduled and monitored through a school wide schedule	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1	

			to: Term 4	
Sensory support for students with sensory needs and acute processing problems.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Administering of school wide positive behaviour (KIND) incentive for acknowledging and celebrating kids being KIND to kids in the yard. Acknowledgement at weekly assembly, Facebook and school newsletter	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Specialist Program Initiatives to Engage Students across the whole school: - Expansion of choir and music groups/bands to include a larger group of students - Taiko drumming - Netball, basketball shootout- female groups? - Girls in Stem program - Robotics group - STEM Club - Various incursion and excursions across the Specialist levels (Art Gallery, ACMI, etc) - Awards and points system that encourages and celebrates hard work and an adherence to the KIND-ER rules	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
KIS 3 Intellectual engagement and self-awareness	Connected schools priority			

Actions	<p>Whole School:</p> <ul style="list-style-type: none"> - Leadership team to strengthen and embed the connection with parents/carers through school council sub committee task force, Compass, Newsletter and Home reading portal <p>Classroom Level:</p> <ul style="list-style-type: none"> - Classroom teachers to strengthen and embed the connection with parents/carers by provided relevant home reading resources and communicating learning needs with families <p>Individual and targeted level:</p> <ul style="list-style-type: none"> - Access to a home reading log - Recognition to students engaging in home reading via whole school and year level events 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Feel a sense of success within the home setting through engaging their parents/carers in their learning through home reading. - Engage in home reading as much as possible <p>Teachers will:</p> <ul style="list-style-type: none"> - Communicate regularly with parents regarding students learning needs (in particular reading) <p>Leaders will:</p> <ul style="list-style-type: none"> - Allocate time for staff to communicate with families regarding home reading priorities - Create a home reading portal to support parents and carers in strategies to promote home reading - Recognize individual success of home reading through assembly and newsletter 			
Success Indicators	<ul style="list-style-type: none"> - Site visit data to whole school portal indicating frequent visits - Monthly tracking of electronic logs - Award recipients list 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establishment of a School Council Home Reading task force to drive a connection between school and families in enable this Key Improvement Strategy	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	

	<input checked="" type="checkbox"/> School Improvement Team		to: Term 4	
Strategically communicated updates and call for feedback on Home Reading Policy via Newsletter, Compass and School Council agendas.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
School wide approach to home reading log	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	
Purchasing of Home Reading Resources to support connecting families to school via home reading initiative	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Creation of a web based home reading portal for WPS staff and families	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	
Promotion of home reading via Whole School Assembly awards and recognition	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Goal 2	To increase student intellectual engagement to maximise student learning outcomes.			
12 Month Target 2.1	As a response to a decline in data during the Covid disruptions we are looking to return to our our baseline data results from 2018. (2018) 89% effective teaching time (2018) 90% differentiated teaching challenge			

	(2020) 80% effective teaching time (2020) 77% differentiated teaching challenge
KIS 1 Intellectual engagement and self-awareness	Increase teacher's capacity to teach meta-cognitive strategies to students.
Actions	Explicitly implement staff's understandings of meta-cognitive strategies through the use of 'My thinking brain' how they build students capacity to use these in their learning
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Identify meta-cognitive strategies and how they help them learn - Use and refer to the 'My thinking brain' process within the classroom - Understand high expectations - Be able to interpret their own data - Continue to articulate their learning - Continue to be involved in planning their learning <p>Teachers will:</p> <ul style="list-style-type: none"> - Use and refer to the 'My thinking brain' process within classroom instruction - Make student data clear/visible to students and clarify it - Give students the opportunity to choose appropriate strategies to support deeper thinking - Continue to focus on articulation around the "My thinking brain" meta cognitive cycle - Keep using observation of student learning for our judgement rather than just diagnostic data <p>Leadership will:</p> <ul style="list-style-type: none"> - Provide professional development opportunities focusing on student agency and meta-cognitive strategies. - Monitoring student agency and provide opportunities for student voice in a variety of settings across the school. - Develop a meeting schedule that allows for time to work on this AIP goal - Source external support in the implementation of this goal
Success Indicators	<ul style="list-style-type: none"> - Staff PDP outcomes that indicate staff have a goal aligned to AIP focus - Meeting Schedules indicate a consistent and targeted approach to establishing a strong positive culture in Intellectual Engagement at Wodonga Primary School.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Meeting schedule that supports the consistent Professional Learning for staff in the area of Meta-cognition at Whole Staff PLTs	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Assistant Principal and Meta-cognition teacher task force attendance at Professional Learning Conference	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	
Audit and ensure all classrooms have the "My Thinking Brain" resources, including posters and prompts, as well as learning pathways.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	
Student forums to illicit student voice and agency around accessing learning independently	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Teacher professional learning that develops teacher's understandings of incorporating the meta-cognitive strategies in targeted small group instruction	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	
Continue to employ learning specialist (SSP leadership goal) To drive school improvement with principals. (top up funding to TC-2)	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	

Community Meta-Cognition Night	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	
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