Birkdale State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

Contact information

Postal address	74 Agnes Street Birkdale 4159
Phone	(07) 3286 0777
Fax	(07) 3286 0700
Email	principal@birkdaless.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Principal: Greg Gosling

School overview

Birkdale State School has just celebrated a 'Centenary of Excellence in Education' after opening its doors in 1916 with 28 student enrolments. The school now has approximately 640 students and is situated on the corner of Birkdale Road and Agnes Street in Birkdale. Our school has a diverse cultural and socio economic community. Community support is evident with an active P&C Association and school community. The school has a good relationship with local high schools, child care centres and community groups. This is apparent in the popularity of the school in the area which attracts a significant number of enrolments from the surrounding suburbs. Our learning programs cater to the needs of every student no matter what their learning requirements. We have programs to inspire our brightest students and challenge them to produce their best work. We have programs focussing on reading, writing and maths designed to improve the achievement of all students across all year levels. We have programs to assist students with learning difficulties through our Learning Support Program. We believe that every student can learn and we have designed learning programs and use teaching strategies that will maximise this learning. Through our Positive Behaviour for Learning we teach and model the personal attributes of being safe, being responsible and being respectful. These qualities underpin our relationships within the school. Our school also has some of the most modern and up-to-date resources, technologies and teaching equipment available. Every student has access to these resources and to the information available through the Internet. Our Parents and Citizens' Association provide outstanding support to our school with specific financial support for our technology program, our literacy program, grounds beautification and landscaping, and our library resources. Our P&C meet on the second Monday of each month at the school and all interested members of the community are welcome to attend.

School progress towards its goals in 2018

In 2018 Birkdale State School met or exceeded the targets set in the Explicit Improvement Agenda.

At Birkdale State School, our goal is to ensure all students are operating above the National Benchmarks for Literacy and Numeracy. Our emphasis will be on providing the best opportunities to achieve the intended curriculum. We will achieve this through:

- ✓ **Focus on targeted teaching of Reading**
  - o Explicitly focussing on Reading through the embedding of the Birkdale State School Reading Framework and South East Region Reading Strategy including decoding/comprehension skills
  - o Data driven student differentiation for Reading with a focus on improvement in the Upper 2 Bands
  - o Individual student goals, strategies and targets for student improvement
  - o Building staff capacity HOC/Peer Coaching approach; enhancing strong metalanguage and Reading pedagogy

- ✓ **Focus on targeted teaching of Numeracy and Mathematics**
  - o Embed Birkdale Mathematics Program
  - o Provide students with explicit strategies / tools for problem solving
  - o Instructional Coaching model; Embed the Birkdale Mathematics Program
  - o Data driven individual student goals, strategies and targets for student improvement

- ✓ **Ensure that the teaching of literacy and numeracy is consistent throughout the school as identified in the research based Birkdale State School Pedagogical Framework**
  - o Cooperatively develop and implement the Birkdale State School Pedagogical Framework
  - o Embed the BSSPF in all literacy and numeracy activities
  - o Build teacher capacity in pedagogical practice using explicit PD and Instructional Coaching

At Birkdale State School, we know literacy and numeracy are keys to improving student outcomes. We will:
- ✓ Continue our clear focus on literacy and numeracy by embedding them within all teaching Units
- ✓ Respond to a range of student achievement data and select strategies that meet individual learning needs
- ✓ Build teacher capacity and practice using Instructional Coaching
- ✓ Clearly articulate sequences of learning for each year level (C2C).
- ✓ Provide quality resources to enhance the teaching of English and literacy, Mathematics and numeracy.
- ✓ Embed ICTs and STEMs across the curriculum to enhance student learning.

2018 Targets % of students

Reading	Writing	Spelling	Grammar	Numeracy	Attendance
Year 3 NMS 97% U2B 48% Year 5 NMS 97% U2B 40%	Year 3 NMS 97% U2B 46% Year 5 NMS 97% U2B 20%	Year 3 NMS 97% U2B 38% Year 5 NMS 97% U2B 35%	Year 3 NMS 97% U2B 55% Year 5 NMS 97% U2B 40%	Year 3 NMS 97% U2B 35% Year 5 NMS 97% U2B 35%	Students attending 95% or better

Reporting
15 % increase in As and Bs in English, Maths and Science 15% decrease in Ds and Es in English, Maths and Science **PAT R -** Stanine 5 attainment as a minimum standard   **PAT – M –** Stanine 5 attainment as a minimum standard 85% of students achieve **PM** Year Level benchmark   85% of students achieve **PROBE** Year Level benchmark

Future outlook

Student centered curriculum; engaging, promoting, and rewarding student learning by using the whole school approach to learning strategies and implementing quality teaching and learning process and practices.

Evidenced based teaching and learning which strives to improve student outcomes through:

· Collection of user-friendly quality data
· The explicit teaching of evidence based programs
· The implementation of high yield teaching and learning strategies and practices

A safe supportive school environment; ensuring diversity, inclusivity, and the social and emotional wellbeing of the entire school community, ensuring every member of BSS is equipped to succeed

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	640	646	629
Girls	308	300	293
Boys	332	346	336
Indigenous	42	45	54
Enrolment continuity (Feb. – Nov.)	95%	96%	95%

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

Birkdale State School's Primary and Prep enrolments are predominantly drawn from the suburbs of Thorneside and Birkdale. In recent years, the school has attracted increasing enrolments from outside of our catchment. This meant that our school would quickly pass its student capacity, which resulted in Birkdale State School becoming an Enrolment Managed School in August 2014.

The student population comprises a rich blend of socio-economic and culturally diverse elements. There is a mix of socioeconomic families ranging from single parent to nuclear and extended families. Housing encompasses, single dwellings, unit living, housing commission homes and well established canal development housing.

Student mix reflects a small but steady growth in families from ethnic and cultural backgrounds encompassing our Pacific Rim neighbours in South East Asia, India, New Zealand and Pakistan. Our EALD students, a small group of Indigenous Australians (49 students), naturalised Australians and descendants from local families who once lived and farmed the areas around the school make up the majority of the School population. A small number of families move in and out of the area from other suburbs, towns, cities and States.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	23	23
Year 4 – Year 6	26	28	26
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

At Birkdale State School, we continue to improve on and innovate an inclusive approach to schooling based upon strong educational foundations; individual student needs and community expectations. Curriculum delivery is through Curriculum into the Classroom (C2C) Units of work and supported through:

- Daily literacy blocks with explicit teaching, incorporating guided reading groups and ICT.
- School wide NAPLAN strategy providing consistent delivery of literacy and numeracy through explicit teaching and planned and structured student learning.
- Extension and remediation groups for literacy and numeracy.
- Clear and concise curriculum organization, rigorous pedagogy and moderated assessment is the focus for academic attainments for all students.

Co-curricular activities

- A strong and exceedingly talented, multi-aged PERFORMANCE MUSIC GROUP: Participation numbers, upwards of 60 students. The group combines elements of dance, song, instrumentation and interpretative dramatic elements in each performance.
- Four extremely popular SCHOOL CHOIRS - THE SENIOR, PERFORMANCE, JUNIOR AND BUMBLEBEES, cater for students from Prep to Year 6: Participation numbers, upwards of 150 students. Participation at Eisteddfods is a performance highlight for all of the choirs. At recent competitions both groups performed exceptionally well, placing first in their divisions.
- A GUITAR GROUP for Years 1-6 students: Participation numbers, upwards of 30 students. The group continues to grow and expand in numbers due to high demand and interest.
- UKULELE GROUP from Prep students and onwards: Participation numbers, upwards of 20 students. This group continues to be a popular choice by our young students and their parents.
- Junior, Intermediate and Senior Strings Ensembles, Junior and Senior Band and Rock Band

We were proud to be recognised and gazetted by DETE in 2014 as having two Programs of Excellence in our Music Department: 1. Choral and 2. Instrumental.

A PREMIERSHIP SPORTING FOCUS encourages all students to participate as individuals and / or as a member of a team to attain the highest level of sporting proficiency. All sports are recognized and students are encouraged to celebrate their achievements with peers and the wider school community. Some of our sporting options include

- Cross Country Team: Participation numbers, upwards of 50 students training three days per week for the chance of team selection
- District Sports Team: Students train to attain their optimum performance level.
- District Swimming Squad: Participation numbers, upwards of 30 students are selected to train and participate at the next competition level.
- Gala Day Sporting Program. All students are encouraged to trial for a sport of interest from Year 4.
- Osprey Cup: This is a local derby organised around a range of sports across local schools, which compete for the honour of winning this trophy
- BREAKERS Swim Club
- H3 Aquatics after hours swim program

STEMs focused units and activities include; SCIENCE CLUB: CSIRO partnership: Scientist in Schools-Accredited Scientist runs fortnightly lunch club

The school runs lunchtime clubs and EXTENSION PROGRAMS for students from across Prep –Year 6/7 including:

- Birkdale BRAINIACS-literacy and ICT
- Science and Technology
  Robotics and coding activities
- IMPACT program-: Higher order thinking and problem solving
- STEM Club
- Lego Club
- Arts Club

Rhythmic Gymnastics, dance and aerobics after school program through River City Gymnastics

How information and communication technologies are used to assist learning

Our aim is to equip students with the capacity to manoeuvre through a multi-digital world. Computers are used across the School as a digital means for the presentation across all Key Learning areas. Computers are also used to assist concept development and to provide worthwhile activities for Literacy and Numeracy blocks. Three Computer Labs and computers in classrooms has provided an avenue to further embed computer skills in investigations and provide a school-based program for basic skill development. Pods of laptops and mini iPads are provided across the school and a BYoD ipad classes have been established in the lower school with a future focus to increase this into other school year levels.

Social climate

Overview

Our aim is to create the environment for each student to progress towards responsible self-management and lifelong learning.

To this end, we foster a culture that promotes learning for all members of the school community and work together to provide a safe learning environment where staff, parents and students feel challenged, supported and welcomed.

This is achieved through the explicit teaching of the You Can Do It – 5 keys to success. Confidence, persistence, resilience, organisation and getting along are success keys which underpin the social and learning behaviours of students at Birkdale State School. Whether in classrooms or playgrounds, these keys are modelled by staff and students and form the basis of our positive behaviour support program.

Bullying is not tolerated at Birkdale. Our three rules, Be Safe, Be Responsible and Be Respectful are explicitly taught in class and discussed at Assembly each week. We celebrate positive behaviour modelling by students.

Birkdale students are encouraged to participate in extra curricula activities and the school offers a range of lunchtime and after school activities to engage the creative interests of students in the areas of the arts and sport.

The students are encouraged to become involved in making Birkdale a safe and happy place to learn. Specific programs have been developed to maintain this involvement and have been listed below.

- YEAR 6 PEACEKEEPERS: Participation numbers, upwards of 60 students, are provided with training over a four week period and are then tested on their knowledge of the position in the support of younger children during play time. Conflict resolution, assisting students to play safely, and assisting teachers to supervise students needing to leave the immediate play area are all elements of their role.
- STUDENT COUNCIL: has representatives from across the year levels and holds regular meetings, where students make decisions on raising funds for needy causes or for a specific school need that will benefit the student body.

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)	96%	91%	92%
• this is a good school (S2035)	99%	96%	92%
• their child likes being at this school* (S2001)	97%	98%	93%
• their child feels safe at this school* (S2002)	99%	100%	93%
• their child's learning needs are being met at this school* (S2003)	89%	91%	91%
• their child is making good progress at this school* (S2004)	90%	96%	92%
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	93%	89%
• teachers at this school motivate their child to learn* (S2007)	94%	96%	95%
• teachers at this school treat students fairly* (S2008)	88%	87%	86%
• they can talk to their child's teachers about their concerns* (S2009)	99%	98%	99%
• this school works with them to support their child's learning* (S2010)	91%	91%	90%
• this school takes parents' opinions seriously* (S2011)	93%	81%	80%
• student behaviour is well managed at this school* (S2012)	96%	89%	85%
• this school looks for ways to improve* (S2013)	97%	93%	86%
• this school is well maintained* (S2014)	93%	89%	91%

* 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%	98%	98%
• they like being at their school* (S2036)	93%	93%	95%
• they feel safe at their school* (S2037)	98%	98%	100%
• their teachers motivate them to learn* (S2038)	93%	98%	99%
• their teachers expect them to do their best* (S2039)	100%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	97%	97%
• teachers treat students fairly at their school* (S2041)	88%	93%	93%
• they can talk to their teachers about their concerns* (S2042)	88%	90%	92%
• their school takes students' opinions seriously* (S2043)	90%	96%	96%
• student behaviour is well managed at their school* (S2044)	84%	88%	83%
• their school looks for ways to improve* (S2045)	96%	98%	97%
• their school is well maintained* (S2046)	85%	92%	96%
• their school gives them opportunities to do interesting things* (S2047)	93%	94%	97%

Percentage of students who agree# that:	2016	2017	2018

* 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)	90%	93%	90%
• they feel that their school is a safe place in which to work (S2070)	95%	96%	95%
• they receive useful feedback about their work at their school (S2071)	83%	76%	64%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	76%	88%
• students are encouraged to do their best at their school (S2072)	98%	100%	95%
• students are treated fairly at their school (S2073)	98%	96%	90%
• student behaviour is well managed at their school (S2074)	93%	79%	71%
• staff are well supported at their school (S2075)	83%	69%	60%
• their school takes staff opinions seriously (S2076)	90%	71%	54%
• their school looks for ways to improve (S2077)	98%	87%	86%
• their school is well maintained (S2078)	80%	78%	74%
• their school gives them opportunities to do interesting things (S2079)	93%	75%	78%

* 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.

Our school community is enthusiastically supported by the P&C. This group meet regularly and is active in school decision making and fundraising. The P&C enables the school community to be active members in the school renewal process in the areas of learning, supportive school environment and facilities development.

A comprehensive parent volunteer and training program enables our parents to have numerous opportunities to be involved in school programs throughout the school. These programs provide opportunities for parents to assist with learning across a range of year levels and curriculum areas. Each year we recognised our parent and community volunteers for their contribution to supporting Birkdale State School and these events are quite large considering that most of our parents are acknowledged.

The school has developed partnerships with local businesses and the also works in conjunction with a number of child care facilities who provide prep enrolment information and child care services for students and families.

The school facilities such as the Outside Hours School Care, hall, oval, and under cover area are used extensively by the community outside of school hours and in doing so, provide a valuable community facility and raise revenue for the school.

Respectful relationships education programs

You Can Do It – 5 Keys to success forms the basis of all social, emotional and learning behaviours at Birkdale State School. It is used to develop and explicitly teach healthy and respectful relationships, tolerance and acceptance of all members of our school community. Along with components of the Respectful Relationship program, as well as health curriculum units, we aim to ensure the health and well being of all students is an enacted school belief.

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	11	24	37
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

Birkdale State School engages in a number of programs that help it reduce its environmental footprint and minimise its impact on the environment. These include:

· The installation of solar panels, which help reduce our schools electricity, costs and provides the school with a program to monitor and manage electricity usage.
· The use of a bore to water ovals to reduce our amount of domestic water usage.
· The school has its own vegetable gardens used as part of the school science program to learn about living things and how to develop sustainable food sources.
· The student council run a recycling program aimed at reducing waste at school and reducing the amount of landfill. This includes recycling bins, worm farms and compost bins.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	198,745	154,786	173,822
Water (kL)	4,784	3,085	5,440

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.
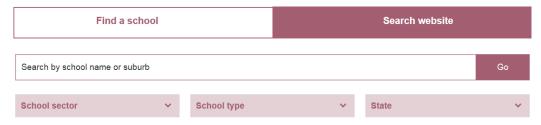
School funding

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.

View School Profile

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

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

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	42	19	<5
Full-time equivalents	39	15	<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.*	5
Bachelor degree	32
Diploma	3
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 $57544.85.

The major professional development initiatives are as follows:

- Departmental Mandated Training
- Reading; Developing skills to Implement the Birkdale Reading Program
- Investigating approaches to writing
- Team Building – Developing a shared vision and understanding of roles responsibilities and pedagogical approaches
- Coaching and Mentoring – Instructional coaching with Age Appropriate Pedagogies and New Pedagogies for Deep Learning
- Planning and reviewing of curriculum implementation with a focus on student data analysis and differentiation

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.	95%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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	92%	92%	89%

* 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	95%	94%	93%
Year 1	95%	94%	93%
Year 2	94%	95%	94%
Year 3	93%	94%	94%
Year 4	94%	94%	94%
Year 5	94%	93%	93%
Year 6	92%	93%	94%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

A daily process of marking rolls at 9.00am and 2.00pm is conducted. A late note can be obtained at the office. A txt message service informs all families of daily absences. Teachers will attempt to follow up with parents/caregivers if they recognise a pattern in a student's absences or is concerned about a student's lack of attendance.

The office generates daily absence reports for students with unexplained absences and provides a txt message service to inform parents of absence. Repeated absences are reported to the Deputy Principal where follow up contact is made with parent/caregivers.

Birkdale State School

· Establishes and publicises an attendance target and reports progress toward that target.
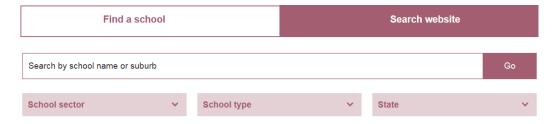
- Includes information about the attendance policy in the school handbook and in information for new families. Ensuring that   parents of prep students understand the importance of attending school every day.
- Includes frequent and consistent messages about the importance of attendance in communications across the school community including newsletters, website, flyers, posters, at staff meetings and assemblies.
- Encourage open dialogue with staff, students, parents, and the community to identify potential improvements and new ideas to celebrate attendance.
- Connecting families with agencies which support families with attendance

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
Search by school name or suburb	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.