

NEWLING PUBLIC SCHOOL Annual Report



2015



4478

Introduction

The Annual Report for 2015 is provided to the community of Newling Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Murray Cox

Principal

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Message from the Principal

This year has been a most successful, with many new initiatives and expansion of programs across the school. A continued focus on literacy and numeracy has seen the school continue to achieve commendable results.

All students have again had the opportunity to perform in the school's sporting, cultural and academic activities as well many other additional extracurricular activities. Students have achieved personal bests in the sporting field and in academic pursuits, with excellence encouraged and rewarded in all areas.

Newling continued to receive additional funding and staffing support allowing the school to improve the quality of teaching and learning in the areas of literacy and numeracy.

School background

School vision statement

"Quality Education in a caring environment"

Our goal is to develop an inclusive, caring and successful learning environment for students. The ultimate goal is to promote lifelong learning where students can take their place in the wider community as confident, independent and successful citizens.

School context

Newling Public School is a progressive and successful school on the outskirts of Armidale. The school serves the community of East Armidale as well as providing an alternative learning centre for students who choose to travel from other parts of the town.

The school caters for students from Kindergarten to Year 6 and promotes a supportive, caring atmosphere that provides an appropriately challenging learning environment for a diverse range of students.

The school staff share a strong commitment to the school's focus of supporting all students in improving the outcomes achieved by every student.

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the elements of the School Excellence Framework. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. Improvement efforts were ongoing and guided by school data and a variety of evidence sources.

Learning

In the domain of learning our efforts have primarily focussed on curriculum, learning and well-being. The school has maintained a positive and productive learning culture evident among staff and students. Wellbeing is fundamentally important and promotes a culture of trust and respect for each other. This is evident through the relationships that have been formed between students, staff and community and evidence of increased student engagement with learning. Students' individual learning needs have been identified and appropriate planning, support and differentiation has been implemented. This has been communicated to parents both formally and informally. The school continues to focus on strong collaborative planning in stage teams amongst all staff members. Informed teaching practices, through classroom observations, reflection and feedback, literacy and numeracy programs, implementation of new syllabi, are all supported by technology for learning and utilising data analysis, collaboratively work together to ensure student progress and achievement of learning outcomes.

Teaching

Our major focus in the domain of Teaching has been on collaborative practice for staff members. An important opportunity has been provided to staff members in relation to planning, teaching and growing as a team in each of our stages. Processes are in place to provide mentoring and coaching support to improve teaching practice. There was a particular focus on improving teaching methods in literacy and numeracy, with professional learning activities focussed on building teachers' understandings of teaching strategies in these areas. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs based on new syllabuses, all highlight a teaching culture that is moving student learning to a new level.

Leading

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of capacity building across the school. There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.

The new approach to school planning, supported by the new funding model to schools, is making a significant difference to our progress as a school.

Our self-assessment process will further assist the school to refine the strategic priorities in our school plan leading to further improvements in the delivery of education to our students.



Strategic Direction 1

Student Engagement and Academic Excellence

Purpose

To assist students reach beyond their academic and social potential so that they can be self-reliant, independent learners who value friendship, camaraderie and competition.

Overall summary of progress

We planned to improve instructional practice through collaborative planning, professional learning sessions and observing professional practice in classrooms to meet the individual needs of staff.

Explicit targets K-6 were set using the aspects of the continuums for all students.

Feedback from the professional learning sessions conducted by instructional leader indicated that teachers found these sessions very helpful and incorporated the strategies into their teaching. This was followed up with class visits to consolidate the strategies being implemented and feedback was provided. Students indicated through feedback that they found the learning engaging with a greater variety of activities being offered.

Teachers also indicated that they had a greater knowledge of the content and skills within the English, Mathematics syllabi.

Assessing students against the continuums and plotting students on PLAN.

Teachers feel they became more consistent in understanding aspects of the continuums and therefore more accurate when assessing student achievement. This was important in giving students feedback on their learning and reporting achievements to parents. When PLAN data was compared with NAPLAN data it indicated there was a close correlation in student results.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
<p>Teaching and learning in each classroom for high achievement will be informed and driven by the systematic collection of data as evidenced by:</p> <ul style="list-style-type: none">• Documentation of classroom programs• Documentation of assessment results• Collection of work samples• Personalised Learning Plans• Teacher Student conversations• Students self-assessments	<p>School leaders attended professional development on Instructional Leadership to enable them to effectively lead the learning programs across the school.</p> <p>The Performance Development Framework was implemented. Staff working together to identify professional learning activities that supported the achievement of improvement measures; further developed staff professional knowledge, skills and capabilities; built on existing strengths and supported career aspirations</p> <p>Teachers identified numerous extracurricular activities that supported student learning and greater engage students in learning tasks. Students were able to attend excursions to support their access to the curriculum.</p> <p>Regular professional learning meetings with Instructional Leader assisted to identify gaps in learning using data and plan next steps and interventions for individuals.</p>	<p>\$12000 for teacher relief to develop and reflect upon plans. Additional release to collaborate with Instructional Leader to differentiate learning</p>

Next steps

Future directions for 2016 and to ensure the 3-year plan remains on track to provide high quality educational outcomes will be:

- Revisit professional development in Team Leadership for all staff members to promote a collaborative learning culture.
- Teacher Performance Development Plans include goals linked to quality teaching and teaching standards
- Engage all parents in development of Personalised Learning Plans through continued communication from Principal and class teacher.
- Provide information to parents through information sessions and newsletter and through the school's communication systems.
- Engage the whole staff in data collection and tracking systems to ensure there's a systematic focus on continuous improvement in student learning. All staff systematically and explicitly using the continuums and PLAN to inform teaching practice and improve student learning outcomes



Strategic Direction 2

Quality Teaching and Opportunity

Purpose

To develop, support and sustain quality teaching across Key Learning Areas which is based on quality educational delivery of high standard programs using shared professional practices.

This will result in students who are highly literate, numerate, creative and confident through a challenging, engaging and inclusive curriculum.

Overall summary of progress

Teachers gauged students against the Literacy and Numeracy continuums when plotting students on PLAN each term after explicit instruction in understanding and using the continuums.

Awareness and understanding of expected student benchmarks indicated on the continuums by teachers, students and parents.

Staff analysed PLAN and NAPLAN data to identify specific areas for improvement in literacy and identified specific students needing intervention.

Professional learning took place around the continuums and results indicate a consistency in assessing student achievements. Parents were informed about student achievements at the parent/teacher meetings and Personalised Learning Plan discussions each term.

Comprehension 3-6 was identified as being not as strong as it could be so a further focus on this area has been planned for 2016.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
<ul style="list-style-type: none">To increase the number of students achieving in the top three skill bands as measured in NAPLAN.Decrease lower bands and sustain growth.All staff utilising focused assessment strategies and evident in class programs.100% of students achieving expected cluster on Literacy and Numeracy Continuum	<p>In Year 5 NAPLAN results trend data demonstrated achievement above that of similar schools in reading, writing and numeracy.</p> <p>K-2 teachers confidently assessed and entered student outcome data into PLAN and Year 3-6 teachers assessed and entered student outcome data in Reading Comprehension and Vocabulary into PLAN.</p> <p>PLAN data was monitored and confirmed improvements to K-2 reading levels, particularly in Kindergarten following the initial year of the L3 program where students are assessed, teaching is targeted and student's progress is tracked over time.</p>	<p>\$10,000 for PLAN and L3 training from tied funds.</p> <p>\$5000 for quality texts purchase to support the L3 program from the English budget.</p> <p>\$120 000 including teacher release for training and intervention teacher salaries for implementation.</p>

Next steps

Future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes are:

- Early Stage 1 and Stage 1 classroom and intervention teachers will be trained in the L3 program.
- The Mathematics and English intervention programs will be offered to larger group of Stage 2 and 3 students in 2016.
- Teachers continue to collaboratively develop, reflect on and refine differentiated units of work for English and Mathematics.
- Targeted interventions will be introduced through the Early Action for Success program.



Strategic Direction 3

Community Partnership

Purpose

To support the home – school partnership by promoting an open and welcoming environment that has clear protocols for formal and informal communication about the school and classroom operation and encourages constructive and mutually valued feedback.

Parents working in a genuine partnership with the school and actively supporting and are involved in their child's learning.

Overall summary of progress

A consistent effort has been made in working together with staff and the P&C to facilitate opportunities to increase to parent participation has been a continued area of growth and development for the Newling PS community. The Welcome Barbecue and Student/Parent/Teacher interviews each term were ongoing initiatives that were enhanced through changing formats and times to suit majority of parents. The newsletter was also revamped which resulted in positive feedback.

The school started to use the digital platform of Facebook to engage parents in their child's learning. The challenge is to increase parental representation and engagement in broad range of activities

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
Parents attending parent teacher conferences as part of the student reporting process and contribute mutual feedback. Parents will actively contribute to school decision making through • High completion of school surveys • Strong attendance at P & C meetings • Strong patronage of school events Positive and respectful relationships evident between all staff and families	Parent survey to parental 'input and opinions by the school' indicated that there was pretty strong agreement for involvement in the school directions. Parents also indicated a positive response to teaching practices. Parents and Citizens (P&C) association continued to operate and were able to elect new executive. A number of new initiatives were discussed at meetings that engaged a wider range of parents. Surveys regarding parent engagement were conducted by the P&C.	\$10000

Next steps

Future directions for 2016 and ensures the 3-year plan remains on track to provide high quality educational outcomes are:

- Continue professional conversations around Community Engagement and Respectful Workplaces (DoE website) by reflecting on strengths and areas for development, to sustain and continue to grow positive, respectful relationships which will be evident among students and staff
- Opportunities made available throughout the school year for parents to be involved in consultative decision making through: parent-teacher interviews to share and develop learning goals; review meetings to assist teachers develop Personal Learning Plans; P&C meetings; teacher and parent arranged meetings; information sessions and social events.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding Transition Class program	Best Start data revealed that the students entering school were adequately prepared with most demonstrating high levels of school readiness. Progress in Kindergarten has been accelerated as the students who entered had prerequisite skills and knowledge to embark on formal learning programs and routines from the first day of Kindergarten.	\$40 000
Socio-economic funding Learning Assistance Program	Low SES sample size for both Year 3 and 5 students in literacy and numeracy results (NAPLAN) indicated both groups performed better than students in similar schools. Growth due to focused support is significant. Funds were aggregated for Learning and Support Teachers as well as the appointment of a School Learning Support Officer.	\$125 000
Other school focus areas	Impact achieved this year	Resources (annual)
Early Action for Success Interventionist and Professional Learning	Additional Learning and Support Teacher allocation and enhanced intervention strategies.	\$45 000



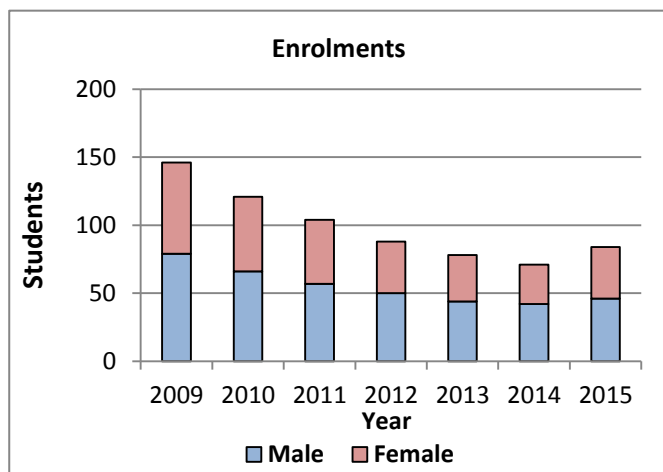
Mandatory and optional reporting requirements

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	79	66	57	50	44	42	46
Female	67	55	47	38	34	29	38



Student enrolments have fluctuated greatly over the duration of the school year, at times greater than 10% from the official enrolment number.

Overall, an increase enrolment was evident and this trend should continue into 2016.

Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	92.5	87.7	86.3	87.0	89.6	91.2
	1	93.3	92.7	76.6	92.1	88.7	91.7
	2	87.3	90.0	93.0	90.5	91.0	90.6
	3	96.8	90.3	89.7	91.1	92.4	90.0
	4	92.8	94.8	87.9	92.4	92.1	91.5
	5	93.0	91.6	92.5	85.6	93.4	88.2
	6	92.5	89.5	91.4	91.8	86.6	92.1
	Total	93.2	91.1	88.6	90.4	90.7	90.7
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	3,436
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administrative & Support Staff	1,756
Other positions	0
Total	7,002

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. At present, Newling does not have any Aboriginal persons on staff.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	20%

Professional learning and teacher accreditation

The school has a strong commitment to Professional Development of staff. All teachers developed a Professional Development Plan to assist with setting goals and reflecting on the achievement of these goals and their impact on performance. Professional learning was aligned to the school's strategic directions and is embedded in the school's progress to achieving goals.

All teachers will be seeking accreditation under the revised accreditation system in 2016. In 2015 there were no teachers at Newling seeking accreditation. Three teachers are working towards reaccreditation.

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	270965.57
Global funds	120362.32
Tied funds	278146.33
School & community sources	18199.35
Interest	7374.63
Trust receipts	4121.10
Canteen	0.00
Total income	428203.73
Expenditure	
Teaching & learning	
Key learning areas	41593.98
Excursions	8539.02
Extracurricular dissections	5877.67
Library	2904.41
Tied funds	212435.12
Casual relief teachers	12359.48
Administration & office	44095.26
School-operated canteen	0.00
Utilities	29687.72
Maintenance	6329.74
Trust accounts	4678.63
Capital programs	0.00
Total expenditure	368501.03
Balance carried forward	330668.27

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 3 NAPLAN Reading

	School	SSG	State DoE			
Average score, 2015	332.5	338.2	422.4			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	6	0	5	2	0	2
Percentage in Bands	40.0	0.0	33.3	13.3	0.0	13.3
School Average 2011-2015	28.6	16.3	28.6	18.4	2.0	6.1
SSG % in Bands 2015	20.6	18.1	27.2	20.4	8.6	5.0
State DoE % in Bands 2015	5.3	6.7	20.4	21.1	18.4	27.9

Year 3 NAPLAN Writing

	School	SSG	State DoE			
Average score, 2015	383.7	351.6	417.1			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	1	2	2	6	4	0
Percentage in Bands	6.7	13.3	13.3	40.0	26.7	0.0
School Average 2011-2015	14.3	14.3	28.6	30.6	12.2	0.0
SSG % in Bands 2015	13.2	15.5	32.1	19.9	17.5	1.8
State DoE % in Bands 2015	2.3	5.1	18.5	23.6	36.3	14.2

Year 3 NAPLAN Spelling

	School	SSG	State DoE			
Average score, 2015	346.2	333.1	413.3			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	3	4	2	4	0	2
Percentage in Bands	20.0	26.7	13.3	26.7	0.0	13.3
School Average 2011-2015	20.4	22.4	20.4	20.4	10.2	6.1
SSG % in Bands 2015	23.1	22.5	22.9	14.4	10.2	6.9
State DoE % in Bands 2015	5.0	10.7	18.9	20.3	19.0	26.1

Year 3 NAPLAN Grammar and Punctuation

	School	SSG	State DoE			
Average score, 2015	363.4	340.8	431.7			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	2	4	2	4	1	2
Percentage in Bands	13.3	26.7	13.3	26.7	6.7	13.3
School Average 2011-2015	24.5	20.4	20.4	16.3	10.2	8.2
SSG % in Bands 2015	19.0	21.1	24.1	21.3	10.9	3.5
State DoE % in Bands 2015	5.1	8.5	13.6	24.0	19.2	29.6

Year 5 NAPLAN Reading

	School	SSG	State DoE			
Average score, 2015	429.2	416.8	494.3			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	1	7	3	1	1	0
Percentage in Bands	7.7	53.8	23.1	7.7	7.7	0.0
School Average 2011-2015	13.0	33.3	18.5	11.1	13.0	11.1
SSG % in Bands 2015	23.5	38.4	19.9	11.0	4.6	2.6
State DoE % in Bands 2015	5.8	17.3	21.4	20.9	18.7	15.9

Year 5 NAPLAN Reading

	School	SSG	State DoE			
Average score, 2015	429.2	416.8	494.3			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	1	7	3	1	1	0
Percentage in Bands	7.7	53.8	23.1	7.7	7.7	0.0
School Average 2011-2015	13.0	33.3	18.5	11.1	13.0	11.1
SSG % in Bands 2015	23.5	38.4	19.9	11.0	4.6	2.6
State DoE % in Bands 2015	5.8	17.3	21.4	20.9	18.7	15.9

Year 5 NAPLAN Spelling

	School	SSG	State DoE			
Average score, 2015	450.2	433.2	501.4			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	2	2	4	4	1	0
Percentage in Bands	15.4	15.4	30.8	30.8	7.7	0.0
School Average 2011-2015	14.8	18.5	22.2	33.3	9.3	1.9
SSG % in Bands 2015	23.0	25.0	22.6	15.2	11.4	3.0
State DoE % in Bands 2015	5.7	11.6	20.4	24.3	25.5	12.4

Year 5 NAPLAN Grammar and Punctuation

	School	SSG	State DoE			
Average score, 2015	385.5	416.8	500.9			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	6	2	4	1	0	0
Percentage in Bands	46.2	15.4	30.8	7.7	0.0	0.0
School Average 2011-2015	25.9	18.5	14.8	22.2	7.4	11.1
SSG % in Bands 2015	31.5	24.4	24.4	11.0	5.6	3.2
State DoE % in Bands 2015	8.2	12.3	23.5	20.7	18.8	16.5

NAPLAN - Numeracy

Year 3 NAPLAN Numeracy

	School	SSG	State DoE			
Average score, 2015	312.8	329.3	395.9			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	4	4	4	3	0	0
Percentage in Bands	26.7	26.7	26.7	20.0	0.0	0.0
School Average 2011-2015	20.8	29.2	31.3	16.7	0.0	2.1
SSG % in Bands 2015	15.4	32.1	28.3	15.8	5.8	2.7
State DoE % in Bands 2015	5.5	14.3	22.0	22.9	17.9	17.5

Year 5 NAPLAN Numeracy

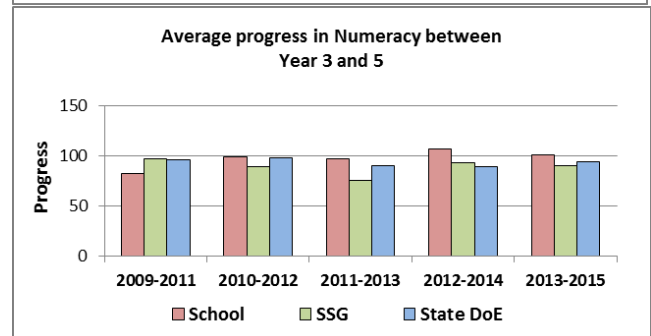
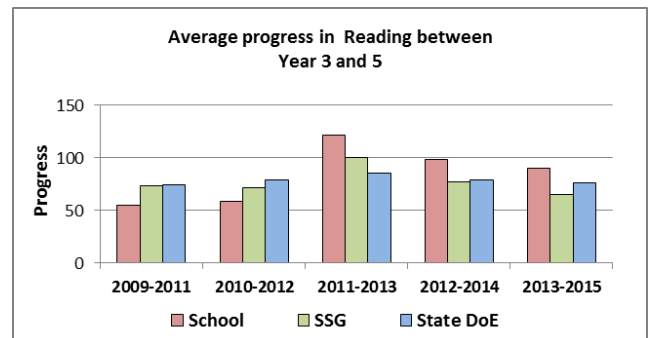
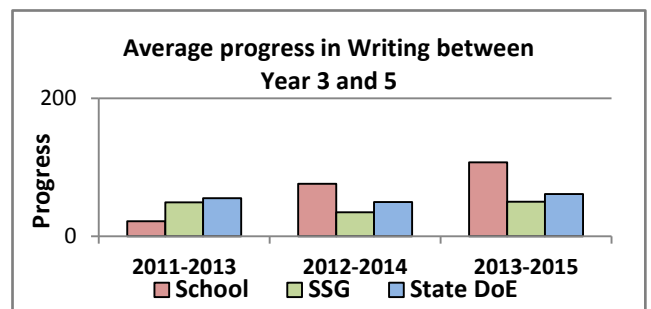
	School	SSG	State DoE			
Average score, 2015	424.7	423.9	493.1			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	1	6	5	1	0	0
Percentage in Bands	7.7	46.2	38.5	7.7	0.0	0.0
School Average 2011-2015	15.1	26.4	22.6	24.5	9.4	1.9
SSG % in Bands 2015	16.3	39.9	28.5	10.6	2.6	2.0
State DoE % in Bands 2015	3.8	17.6	26.0	23.9	15.0	13.6

A notable measure of academic success is the student growth from Years 3 to 5. Newling has continued to improve student outcomes and the excellent growth achieved by students is evidence of the effective teaching and learning support practices at the school.

Newling has achieved pleasing results in Reading, Writing, Spelling and Numeracy in the past years. Student results are continuing to meet expected targets and improvement is note across all aspects of NAPLAN.

Statistically Similar Group (SSG) comparisons indicate that achievement performance is at or better than expected, and gains toward matching state averages are being made each year.

Student growth has been significant for all students, across all bands, as a result of effective classroom and learning support programs. Growth has exceeded state averages, as indicated in graph below.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2015 teacher Parent/caregiver, student, teacher satisfaction surveys were completed and the results used to inform school decisions and planning.

Policy requirements

Aboriginal education

Newling Public School practices are consistent with the Department of Education's Aboriginal Education and Training Policy, Key Directions for Aboriginal Education guidelines.

We aim to work together with all families to strengthen understanding of Aboriginal culture for all students and enhance learning outcomes for Aboriginal students.

Newling promotes respect for the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land in all assemblies.
- Integration of Aboriginal perspectives across Key Learning Areas so all students can develop a deep knowledge and understanding about Australia's first peoples.
- Provide opportunities for Aboriginal students to develop leadership skills and high aspirations.

The school is committed to Aboriginal Education and supporting students and staff. Once again we hosted significant events during NAIDOC Week which enabled parents and students to acknowledge and celebrate the achievements of our students as well as developing greater awareness of Aboriginal cultural perspectives.



Multicultural Education and Anti-racism

Students, teachers, parents and the community are working well to promote harmony at Newling.

Multicultural perspectives are included in grade teaching programs to ensure students are respectful and informed of other cultures. Newling Public School continued to offer a unique Mandarin (Chinese) program of language and culture that aims to complement and consolidate the learning across the curriculum. With a focus on Asia and through an intercultural approach to teaching and learning the aim is for students to make connections to the real world in a practical, fun and meaningful way.

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff parents and the community members who wish to make a complaint regarding racism.

The ARCO role involves promoting the values of respect for all races and cultures and our school rules of being respectful, responsible and achieving your personal best help to support these values.

