



Northview State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	54 Pioneer Street Mount Pleasant 4740
Phone:	(07) 4965 6888
Fax:	(07) 4965 6800
Email:	principal@northviess.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Mr Paul Manttan, Principal

School Overview

Northview State School has a proud record of working with parents and the community to meet the educational needs of our students. At Northview we expect high standards of personal achievement and development. We are committed to promoting the best interests of individual children and promoting excellence in Teaching and Learning. We strive to provide a school environment that encourages academic, cultural and sporting involvement for all students. Our school aspires to recognise individual difference and instil in students the values of respect, honesty and integrity for all. It is these values which forge the traditions and reputation of our school.

Principal's Forward

Introduction

I am pleased to present the 2016 Annual School Report for Northview State School.

Our school has a proud tradition of working with parents and the community to meet the educational needs of our students. Achieving successful educational outcomes for our children is very dependent upon a successful partnership between home and school. A child's level of progress is heavily influenced by the interest family members have in their education, the support they provide and how families participate in school events and activities. This report demonstrates our ongoing commitment to ensure that every student has the opportunity to reach their full potential in all aspects of their schooling through provision of a supportive learning environment built on positive relationships and high expectations.

This report outlines a variety of features involving Student Performance, School Operations, Community involvement and future initiatives. We reflect on our goals and priorities for 2016 and comment on our achievement with a focus on continual school improvement for the future. This report will be accessible on the school website as well as copies provided to our P&C Executive and a copy situated in the school foyer for public access.

School Progress towards its goals in 2016

Our priorities and successful completion of actions to achieve our goals for 2016 are listed below:

1. Reading – Spelling and Phonics

- Develop a whole school spelling program – following consultation with key staff.
 - Provided training for all teacher aides in segmenting and blending, key terms/language to ensure consistency across school
 - Provided training in use of Whole School Spelling Program for teaching staff
 - Utilised Master Teacher to coach teachers through implementation of Spelling Program
- Monitor student spelling performance
 - Researched and investigated several schemes for assessing spelling improvement and achievement
- Radical Readers – before school reading
 - Extended the Radical Readers program to utilise more parent helpers.
 - Enabled student leaders to read with lower primary students (home readers and sight words) on a regular basis

2. Monitoring and Assessment of Student Improvement and Achievement

- Know and Do Statements
 - All classes have English exemplar and criteria sheet or GTMJ visible in classrooms
 - Training provided for teachers around “how to develop” know and do statements.
 - Successful use of planning meetings to assist teachers to develop Know and Do statements for English
 - All classes have English “Know and Do” statements visible in classrooms and in student books.
- Design and implement Student Improvement and Monitoring Plan
 - Learning Support and Special Education Program discussions occurred around aligning the two support structures within the school
 - The internal monitoring plan was redesigned to reflect improvement and achievement of students
- Communication Books
 - Investigation of research methods for providing regular feedback to parents/students on student performance (academic and behaviour) was begun

3. Writing – Daily and On-Demand writing

- Design and implement whole school writing program
 - A whole school approach to the teaching of writing incorporating daily writing warm ups focussing on vocabulary and sentence structure was developed
 - A whole school approach to the use of Writing on Demand tasks to determine and monitor learning goals in writing was developed and implemented
 - Year level and cluster moderation around writing were successful and held on a termly basis during Semester 2

Future Outlook

Priority	Targets
Effective teaching of vocabulary	95% of year 3 students above NMS reading in 2017. 70% of students reaching NVSS reading benchmarks for respective year level.
Challenging texts - reading	50% of year 3 students in U2B for reading
Develop effective Professional Learning Communities (PLC)	Research PLC Framework and share with staff PLC's using an effective inquiry based model for improvement by Term 3
Writing daily and on-demand	70% students reaching writing benchmark 95% Year 3, 5 students achieve NMS in writing on 2017 NAPLAN

Formative and summative assessment	Utilise SPRINT inquiry model to determine best practice that consistently delivers feedback on summative assessment to students and parents
------------------------------------	---

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	347	151	196	21	92%
2015*	335	153	182	30	96%
2016	368	166	202	30	97%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

School enrolments over the previous years have steadily increased. In 2016 our enrolments continued to grow steadily with student continuity increasing to 97%. Indigenous students make up 8% of our entire student population. Student with a verified disability make up 9% of total enrolments. Enrolments have included a small percentage of English as an Alternate Language or Dialect (EALD) families. These have included students from both European and Indonesian locations. School support staff, in conjunction with Regional Advisory staff, have supported these students and their families with their transition into our school.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	22	25
Year 4 – Year 7	26	25	28
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our Curriculum offered educational programs in all eight Learning Areas including English, Mathematics, Science, History, Geography, The Arts, Health and Physical Education, Technology and Languages Other Than English (Japanese). Our curriculum was informed by ACARA (Australian Curriculum Assessment & Reporting Authority) and a number of key Education Queensland policies and directives including Curriculum into the Classroom (C2C) and QCAR Framework.

Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social Competence, Ethical Behaviour and Intercultural understanding were embedded within all learning experiences. English, Maths, Science, History, Geography, Civics, Business and Economics, and HPE were taught as isolated units based on the Australian Curriculum and with C2C (Curriculum into the Classroom) resources. The remaining Learning Areas of LOTE, The Arts, and Technology were planned, taught and assessed based on Essential Learnings located in QCAR Framework. At each individual teacher's discretion, The Arts and Technology were taught as separate KLA's or as an integrated unit of work. HPE, LOTE and Music (sub-strand of The Arts) were addressed primarily by specialist teachers.

A long term priority of Northview SS is the on-going development of Information & Communication Technology innovations in student learning programs. This program continues to develop with opportunities for students to make use of a Resource Centre computer lab, classroom computers, 30 computers in portable laptop trolleys, interactive whiteboards, iPads, digital cameras and associated hardware / programs.

Northview State School has a well established reputation for its inclusive education philosophy and practices which endeavour to provide a wide range of curriculum programs and activities for all students.

A snapshot of our curriculum approach includes:

- * Single and multi-age classes across the school dependent on annual enrolment totals
- * Human resources including Teacher Aides focussed on Early Years classes (P-2)
- * A comprehensive learning support program across the P-6 classes.
- * Effective program support for students with verified disabilities.
- * Explicit and tailored programs for students identified as requiring learning support.
- * Explicit English, Mathematics, Science, PE, Music and LOTE programs.
- * Integrated units for the Learning Areas of The Arts and Technology.
- * Online learning programs (Project 600 & UNIFY) for academically talented students.
- * Prep – Year 6 school spelling program based on the Australian Curriculum
- * Japanese as the Language Other Than English (LOTE) is taught at Year 5-6 levels.
- * Increased opportunities to promote & expose students to scientific events & experiences
- * Participation in McDonalds Maths Competitions

Co-curricular Activities

Extra-curricular and Co-curricular programs provided students with opportunities to enhance their learning in the following ways:

Sports:

- * House and inter-school sports on a term by term basis.
- * Sports trials and opportunities for higher representative honours at Northern Suburbs sub-district, Mackay district, Capricornia Regional and Queensland State level.
- * Regional Sports Development officers involved in Physical Education / Sport programs to support skill

development in students as well as introducing new sports.

- * Northview sporting teams including; Touch, Netball, Rugby League participating in local school and association run competitions.

The Arts:

- * Musical groups - Instrumental music program, Concert band, Rock band, singing & signing choirs, and specialised talent groups including Drumming Group.



- * Instrumental Music Program which incorporates individual tutoring & lessons with an extension program to be involved in the school concert band.
- * School Eisteddfod teams at all age levels competing in the district competition.
- * Craft club at lunchtimes run by our school chaplain

Outdoor Education & Safety Programs:

- * Camps and additional off campus learning opportunities. (Yrs 4 Kinchant Dam Outdoor Education Centre) and local educational excursions and tours. All events are to support classroom curriculum programs and student development and are approved and reviewed by school staff and P&C Executive.
 - * Yr 4 Bike Education program conducted in conjunction with the PCYC instructors
- Extension activities offering students opportunities to challenge and extend their abilities included:
- * Games club run by our school chaplain
- Literacy and Numeracy areas.
- * International Academic Competitions in English, Writing, Spelling, Maths, Science and Digital Technology skills
 - * McDonald Maths Competition, Chess Club

How Information and Communication Technologies are used to Assist Learning

During 2016, 80 workstations (20 iPads, 30 desktop computers, 30 laptop computers) across the school were available for students to use on a regular basis. Computers are located in classrooms or nearby withdrawal rooms, with a mini-lab of 30 computers located in the school's Resource Centre. During 2016 our school replaced an additional 15 of the mini-lab computers with new computers.

All classes use the mini-lab on a weekly basis to complete tasks associated with their integrated units or other planned work. Computers are used to support and enhance curriculum offerings. A variety of curriculum applications are taught to children so that ICT complements learning programs.

Examples of student utilisation of ICT tools to enhance learning experiences:

- * All year 5 students involved in online reading projects
- * Digital microscopes in Science in conjunction with laptops & interactive whiteboards to analyse & record data as well as mediums to present findings to others.
- * iPads used in all classrooms throughout the school during group work.
- * Speak EZY hand held recording devices used by all classes to record oral presentations & reading samples for sharing & analysis. Digital recordings also sent via student email to identified family sources.
- * Online "Mathletics" competition & challenge for extended learning students.
- * Students utilising online "Reading Eggs" program both at school and at home.
- * Student participation in online Literature Festivals and creative writing workshops to play an active role in live and pre-recorded programs with other stakeholders
- * Student skilling in the use of programs including "Audacity" and "Book Creator" where music, dialogue and visual recordings are combined to create pieces of work that are used for persuasive purposes, entertainment, safety messages, promotion of events, invitations and recordings of special events.
- * Computers and iPads began to be utilised for programming activities including Scratch in Yr 4-5
- * Extension and enrichment group tasks using Lego Robotics and Spheros were also utilised in Yr 4-6

Social Climate

Overview

Our school reviews our Responsible Student Behaviour Plan on an annual basis to ensure this policy provides sufficient guidance and support for student behaviour management practices. As a consequence, our Behaviour Card Communication system was considered successful and continued across the school in 2016. This system is based on acknowledging positive student behaviours, with 85% of Behaviour Cards being issued in recognition of positive student events. Other incentives for good behaviour have included weekly Behaviour Card Assembly Draws, Student of the Week Awards, Merit Badge Awards and end of term Rewards Activities.

Warning & Consequence Cards keep parents informed of current student behaviour issues which can then be collaboratively addressed and positively resolved via a consistent home / school partnership approach.

Proactive measures are in place to equip students with skills and strategies in regard to dealing with potential bullying type behaviours. Both in class and whole of school discussions and role-plays provide students with an opportunity to practice and implement behaviours that will make them more confident and prepared if subjected to bullying. Our school also focuses on the important role of the bystander and the role they play in making our school a safe and happy place.

Our school chaplain continued to provide a pastoral care service to students and staff during 2016.

Our Chaplain worked each Tuesday and Wednesday providing:

- * breakfast club to all students
- * lunchtime activities to encourage participation and friendship
- * individualised or group support following referral from teachers or parents

Regular shared learning and interactions between year levels is encouraged and formally planned to reflect the school motto "Growing Together". This is achieved in the following ways:

- * Peer / mentor reading opportunities between upper and junior school students
- * Outdoor, lunch time, whole school picnics during Winter.
- * Christmas concerts, School Discos and Special performances
- * 30th Anniversary celebrations of our school

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	95%	96%
this is a good school (S2035)	97%	97%	98%
their child likes being at this school* (S2001)	97%	97%	98%
their child feels safe at this school* (S2002)	97%	100%	98%
their child's learning needs are being met at this school* (S2003)	93%	92%	94%
their child is making good progress at this school* (S2004)	93%	92%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	89%	94%
teachers at this school motivate their child to learn* (S2007)	97%	92%	96%
teachers at this school treat students fairly* (S2008)	93%	92%	98%
they can talk to their child's teachers about their concerns* (S2009)	90%	92%	100%
this school works with them to support their child's learning* (S2010)	90%	97%	98%
this school takes parents' opinions seriously* (S2011)	93%	84%	92%
student behaviour is well managed at this school* (S2012)	93%	97%	90%
this school looks for ways to improve* (S2013)	97%	95%	98%
this school is well maintained* (S2014)	100%	97%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	98%	99%
they like being at their school* (S2036)	99%	94%	94%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they feel safe at their school* (S2037)	99%	94%	100%
their teachers motivate them to learn* (S2038)	100%	99%	99%
their teachers expect them to do their best* (S2039)	99%	97%	99%
their teachers provide them with useful feedback about their school work* (S2040)	96%	100%	98%
teachers treat students fairly at their school* (S2041)	95%	93%	90%
they can talk to their teachers about their concerns* (S2042)	93%	88%	94%
their school takes students' opinions seriously* (S2043)	99%	94%	84%
student behaviour is well managed at their school* (S2044)	93%	94%	94%
their school looks for ways to improve* (S2045)	99%	98%	99%
their school is well maintained* (S2046)	99%	96%	98%
their school gives them opportunities to do interesting things* (S2047)	98%	95%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	98%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	86%	90%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	94%	83%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	95%
student behaviour is well managed at their school (S2074)	95%	100%	95%
staff are well supported at their school (S2075)	93%	100%	89%
their school takes staff opinions seriously (S2076)	95%	100%	82%
their school looks for ways to improve (S2077)	98%	100%	100%
their school is well maintained (S2078)	95%	93%	82%
their school gives them opportunities to do interesting things (S2079)	93%	100%	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.

Parent and community engagement

Many Northview State School parents generously volunteer their time to participate in the life of the school whether it be assisting in the classroom, being a member of the P&C, helping on excursions, classroom activities or just supporting the school.

Northview State School has a webpage which is actively used by parents and members of the community to keep "up-to-date" with school activities and events. The school webpage features information that allows parents the opportunity to know what is happening in the school. A school newsletter is produced each fortnight which includes information for parents about how they can best assist their child in their learning.

Northview has been operating a Facebook site since the beginning of 2015 which has provided a social media platform for communicating events, achievements and special message to parents and the community.

Teachers offer a formal parent teacher interview at the end of term 1 each year, however parents regularly take advantage of our teacher's invitations to regularly have informal conversations about their student's learning.

The Northview Parents and Citizens Association is an active group of parents who meet monthly to participate in the management of the school. Their contribution is highly valued.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	10	10	9
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Despite the significant increase in enrolments our water consumption decreased between 2014 and 2016 by almost 50%.

During 2016 our staff and students continued to make a concerted effort to reduce our environmental footprint. We also gave weekly updates on electricity usage on assembly to inform our community.

Electricity usage reduced somewhat by around 12000 kWh and water usage for cleaning purposes continues to reduce through more efficient cleaning processes.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	156,277	2,155
2014-2015	173,687	
2015-2016	161,071	1,168

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

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 <http://www.myschool.edu.au/>.



To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	30	30	0
Full-time Equivalent	24	17	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	2
Bachelor degree	26
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**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 2016 were \$ 17 050.

The major professional development initiatives are as follows:

- 7 Steps to Writing Success
- ALEA
- QCAA
- Early Years Maths
- Community of Practice (ICP)
- Classroom Profiling
- Literacy Heaven
- Associate Leader Training
- QELI Coaching
- Train to Succeed

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	94%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	89%	92%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

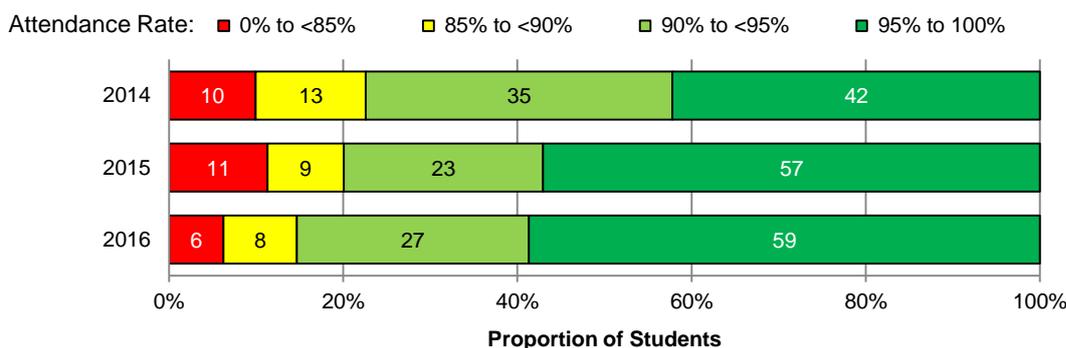
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	91%	94%	93%	92%	92%	92%	93%					
2015	94%	94%	95%	95%	94%	92%	94%						
2016	94%	96%	95%	94%	96%	94%	94%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Attendance tracking and required follow up action is performed at Northview School in the following way:

All class rolls are marked twice daily (9am and 1.45pm) to record attendance, unexplained absences or late arrival / early departure of students. Students arriving to school late (post 9am) report to the school admin for the issuing of a late pass to present to their class teacher. This is recorded and monitored.

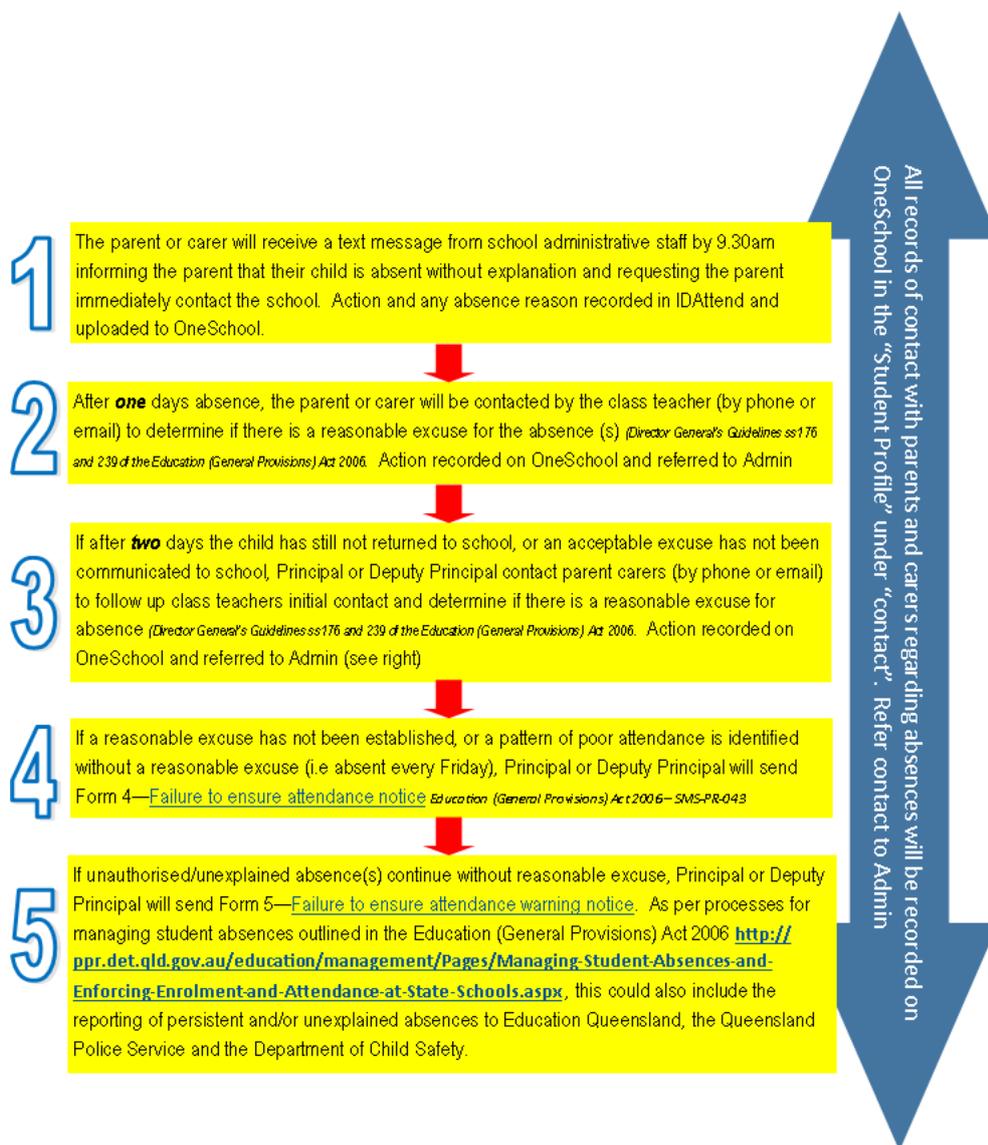
Unexplained absences resulting in 3 continuous missed days will result in a follow up call by admin staff to the Parents / Guardians requesting an explanation. This process is documented on OneSchool.

Repeated short term absences, either explained or unexplained that indicate a pattern of absenteeism and impact on student learning will also be investigated via a phone call to Parent / Guardians by admin staff. Continuation of such attendance patterns would result in a formal warning letter sent to parents outlining Educational and legal responsibilities for children attending school (as per Education

Queensland guidelines). Persistent non-compliance could result in Police or Child Protection involvement.

Our school fulfils our “same day absence” notification expectation to parents when their child is an unexplained absence by sending a text by 10am each day. Through this process we invite parents to respond letting us know why their child is absent.

The flowchart below describes the expectations and roles of staff at Northview in the management of student absences.



NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following ‘**Find a school**’ text box.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.