

Bakewell Primary School

Annual Performance Report to the School Community

2008



OUR SCHOOL MOTTO

Strive and Grow with Respect and Cooperation

OUR SCHOOL MISSION / PURPOSE

- *Safe, caring and inclusive environment for all members of the Bakewell School Community*
- *Outstanding outcomes for students in Literacy and Numeracy*
- *Strong commitment to student health and wellbeing*
- *Resilient learners through a strong focus on Values Education and EsseNTial Learnings Outcomes*
- *High quality teaching and learning to maximise student engagement and development*

CORE VALUES FOR OUR SCHOOL

Responsibility, Respect, Trust, Growth, Safety

School Overview

Bakewell Primary School and Preschool is a large, modern, urban school located in the suburb of Bakewell in Palmerston. The school which now caters for students from Preschool to Year 6 commenced operation in Term 4 1998 with one Preschool class. In 1999 the school became fully operational with an enrolment of 226 Primary students. In 2008 the school celebrated its 10th Anniversary.

Key focus areas for Bakewell in 2009 include:

- Students from Transition to Year 6 meeting age / stage appropriate levels in Literacy and Numeracy
- Increasing students' attendance and being on time for class each morning
- Improving the quality of teaching through recognising and catering for individual needs of students
- Developing the knowledge and understanding of the school community of Restorative Practices and how this informs our approach to Behaviour Management.

Our Students

At the end of 2008 the school had an enrolment of 675 students – 92 Preschool and 583 Primary. Of these we had 101 Transitions, 75 Year 1s, 79 Year 2s, 99 Year 3s, 78 Year 4s, 80 Year 5s and 69 Year 6s. Under the school's Managed Enrolment strategy families from the suburbs of Bakewell and Gunn (The Chase) are eligible to enrol at Bakewell Primary School. The school has shown steady and continued growth over the past ten years. The student population includes 15.8 % Indigenous, 17.6% Australian Defence Families, 14% ESL backgrounds and 4% High Support Needs. The classes are predominantly multi-levelled with teaching and learning programs to cater for student diversity. With a stronger focus being placed on student transitions and pathways the school now has predominantly single level classes at the Transition and Year 6 levels. The school follows an inclusive approach to catering for the needs of all students.

Our School

The school's physical structure includes an Administration Block, Preschool Block, four General Learning Area Blocks which are organised in clusters of four classrooms with a central withdrawal area per block. A library, computer laboratory, special education facility, canteen, assembly hall, sports facilities, two shaded basketball courts and oval provide for the daily teaching and learning requirements and after school activities. An Out of School Hours Care program operates after school and in holiday periods from the Preschool. The Dental Clinic facility ensures safe and accessible dental services for all students. The school's growth necessitated the building of eight transportable classrooms and an additional toilet facility. All available spaces in the school are utilised for teaching and learning programs. The fenced school grounds have landscaped gardens, shaded seating areas, fitness track and playground equipment and two shaded sandpits.

Our Staff

The school's 36 Teaching Staff cover the Principal, two Assistant Principals, three Senior Teachers, .5 ESL teacher, Special Education teacher, Resource teacher, two full time and one part time Specialist teachers, Teacher Librarian and 24 Generalist Classroom teachers which includes 2 Preschool teachers. The Administration Staff consist of an AO5 Administration Manager, seven AO2 staff, part time AO4 IT Officer, Maintenance Officer and .6 Defence School Transition Aide (DSTA). Support Staff members who are funded by various other grants or the School Council cover Out of School Hours Care Director and part time staff, Canteen Manager, four Cleaners, ITAS Tutors, Part Time Literacy Instructor and twelve Inclusion Support Assistants.

Our Community

Where possible community support in partnership with the school is utilised to assist students and school programs. Families are very responsive and generous with their support for our School assemblies, Kids as Teachers, Twilight Sports Carnival, Fun Activity afternoon, End of Year Community event, Book Character Parade, Book Fair, Walk Safely to School Day, School Discos, Early Learning Area breakfast and Wheelathon. This was particularly evident with many of our 10th Year celebrations. The School Council works closely with the school and actively promotes and encourages parent and community participation in the school and the children's education. Improving Technology resources, support for fundraising, community events, Professional Development programs, implementation of School Policies, monitoring the safety aspects of the school's environment, tree planting projects, being available to assist parents are examples of the positive and proactive work of Bakewell Primary School Council during 2008. Parent support for school activities and in classrooms is highly valued and strongly encouraged by teaching staff.

Principal's Report

2008 was a very positive and productive year for our school and community as we celebrated our 10th Anniversary with many successes and highlights for both staff and students. Our whole school community is to be commended for the high level of support of school programs and initiatives throughout the year – and there are many worthy of mention.

The year was again a very successful one in regards to school and community activities. From the well supported Kids as Teachers afternoon which provides the students with the opportunity to be the 'teacher' and share their learning with their parents (and meet their teacher) at the beginning of the year, the traditional (and best ever) 10th Anniversary Fun Activity Afternoon at the end of Term 2, the enjoyable and well supported Wheelathon in Term 3 to the Christmas Sing-a-long community event to culminate the year – parents / families, staff and students participated and supported with much enthusiasm, enjoyment and generosity – thank you and well done.

2008 saw the introduction of national testing for our Years 3 and 5 students. The National Assessment Program Literacy and Numeracy (NAPLAN) replaced the Northern Territory's Multilevel Assessment Program (MAP). This was a significant change for schools and the students with the tests being administered in May as opposed to August for the MAP. Whilst the results are of a satisfactory standard the national testing program highlighted the necessity for students to be prepared for the testing process and the importance of having high expectations for the students.

The attendance average by students remains at over 91%. Throughout the year the school had a strong focus on being notified when students were absent. The decrease in un-notified absences was noticeable. The formal introduction of the Compulsory School Uniform Policy was well supported by families with the main area for further improvement being the wearing of 'black bottoms' with the school uniform shirt. 2008 was our final year of participation in the Evaluating Literacy Approaches project which (for our school) is a longitudinal study evaluating the First Steps approach to teaching Literacy. This study tracked our Years 1, 2 and 3 students from 2006 to Years 3, 4 and 5 in 2008.

All teaching staff participated in the Mandatory Reporting and Child Protection Professional Learning program and actively participated in the development of the school's Annual Operational Plan and Strategic Improvement Plan. Students, Staff and Parents completed Perception Surveys which provided valuable data to inform the school's planning. Key areas of focus for 2009 include improvement in students' Writing and Spelling, improvement of student attendance data particularly students arriving at school on time, increasing community knowledge and understanding of Restorative Practices and how this informs our approach to Behaviour Management, and to decrease the school's carbon emissions.

For Semester One we supported Palmerston High School Middle Years program by providing classroom space for two Year 7 classes. With the completion of the Senior Secondary building in Semester Two, Palmerston High School had sufficient space to accommodate the Year 7 students. This move gave us back valuable space such as the stage area and enabled us to have classroom space for small group Resource and Support programs. This was our second year of participation in the Early Age of Entry trial. The Early Learning Unit for our Preschool and Transition students continued to develop. There was a strong focus on implementing consistent programs, preparing the students for formal learning and ensuring they had a safe and supportive learning environment. We had an equally strong emphasis on Middle Years programs and approaches for our Years 6 students. A highlight was our second and very successful Melbourne Middle Years Camp with over 50 of our Year 6 students participating.

The Year 6 Graduation was an extremely enjoyable and memorable one as we acknowledged over 30 students who had completed all of their primary schooling at Bakewell. Our 10th Anniversary Assembly, Year Book and Calendar were fantastic ways to help us recognise and acknowledge this 10 Year Milestone.

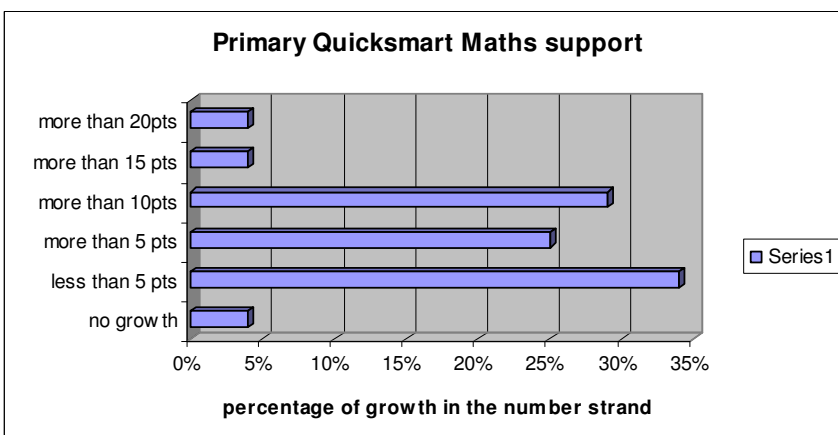
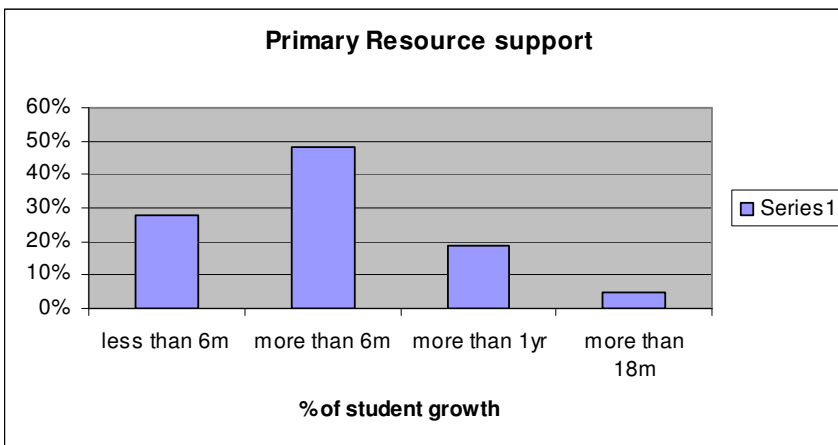
We are very proud to be a Teaching School in partnership with Charles Darwin University and our hard working and dedicated school staff members help to ensure the success of this program at Bakewell. In 2008 we had three of our teachers nominated for a National Excellence in Teaching Award. Thank you to our parents and School Council for taking the time to recognise the valuable work these teachers do in our school and for their students.

Teaching and Learning

At Bakewell Primary School the students are mainly organised in composite class groups. This helps us to have a range of options for students and to look carefully at their individual needs ie academic, social, behaviour for best placement. In addition this supports the school in placing a strong emphasis on the achievement of Northern Territory Curriculum Framework outcomes across year levels. In recognition of the importance for students to be prepared and have a successful transition into the next Stage of Schooling classes at the Transition and Year 6 levels are predominantly single level groups. Within classes teachers cater for individual needs through a variety of strategies with a specific emphasis on cooperative groupings. At the commencement of each year all students are assessed to identify learning needs. Students who are identified to be at risk of not achieving NT Curriculum Framework outcomes in Literacy and Numeracy are catered for through withdrawal and collaborative in class support programs. This process of student identification of learning needs is well established in the school however we continue to modify and further develop the support programs to meet the changing and diverse needs of the students.

Eligible students participating in the National Assessment Program Literacy and Numeracy (NAPLAN) for 2008 ranged from 86.7% to 95.2%. The marked differences between NAPLAN and MAP are - the NAPLAN tests are all at the same level and administered in May as opposed to August for MAP. The MAP testing program covered different levels and catered for student’s learning abilities to enable all students to experience some success in the formal testing program.

The Resource Program which covers Intensive Early Childhood Literacy, Quicksmart Maths and Primary Literacy continues to provide valuable assistance for identified at risk students in the areas of Literacy and Numeracy. The graph below shows students’ growth in reading.



Throughout 2009 there will be a continued emphasis on the implementation of First Steps Writing and Reading. From the NAPLAN Test results a number of writing requirements and grammar skills have been identified as explicit teaching focuses. In addition the school will be the identifying and implementing a more focused whole school approach to the teaching of Maths.

Programs and initiatives to provide support for students during 2008 included:

- First Steps Writing and Reading Second Edition, ITAS In Class Tuition program
- Whole School Assessment program, School-based and Cluster Moderation

- Friendly Schools and Families program, Total Recreation program
- Rock and Water program, Special Education program
- Quick Smart Maths, Teaching Schools in partnership with Charles Darwin University
- NT Curriculum Framework monitoring in English, Maths, Learning Technologies and EsseNTial Learnings – identifying needs and demonstrating growth in students’ learning
- Early Childhood (Years 1 and 2) Literacy Support program focussing on automaticity of common sight words, letter / sounds, Phonological Awareness, Guided Reading
- Communicating to Be Heard program, Early Childhood Perceptual Motor Program
- Assessment of Student Competencies for Transition students, Evaluating Literacy Approaches project

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Student Wellbeing and Engagement

Enrolment and Attendance

Student enrolments from Preschool to Year 6 during 2008 ranged from 673 to 687 with the average student enrolment for the year being 675. The decreased average number of student enrolments compared to the previous year (707 in 2007) was due to the Year 7 students moving to the Middle Years program in the High School setting and NT Primary Schools now catering for students from Pre School to Year 6. Student attendance continues to be positive with the school’s average attendance for the year being 91.9%. 18% of student absences were un-notified – this was a decrease of 39% from 2007. The school had a strong focus on Notification of Absences during 2008 and this will continue in 2009. In addition the school’s Attendance Strategy will focus on improving student attendance (Target is 92%) and decreasing the number of students arriving late. Throughout 2008 the school had a 15% turnover of students. The school had an enrolment of 107 Indigenous students with a 3.3% variation in the average attendance rate for these students compared to Non-Indigenous students.

Bakewell Primary School has two major focus areas as whole school approaches – Restorative Practices and Friendly Schools and Families Program – to support student wellbeing. In 2009 this will be strengthened through professional learning and participation in the ‘You Can Do It’ program. Increasing student awareness of activities happening at school and in the community will also be a focus for 2009. The students had the opportunity to participate in a range of interesting and engaging events and activities throughout the year. These included:

- Palmelody and Middle Primary Choirs performing at school and community events.
- Walk Safely to School Day, Rock and Water program
- End of year Christmas Sing-along Community event, Music Count Us In at Parliament House
- 10th Anniversary Fun Activity Day, Melbourne Middle Years Camp
- Music Instrumental program with a strong interest and focus on guitar and recorder
- Safe Schools focus with Transition Purple Day and Values Day with all classes making murals to demonstrate the school values (many of these are displayed in the Library)
- Graduation functions for Years 6 students and Preschool students
- Student Leadership Council for Year 6 students
- Book Week with the very popular Book Character Parade
- Whole School Swimming program, Twilight Sports Carnival
- PARCS Interschool Maths Competition with 36 selected students from Yrs 2 to 6 participating
- Total Recreation program for identified students to participate in a range of sporting activities.
- Skills Clinics covering a range of sports and using the expertise of Sports Development Officers
- Whole school Buddy Class program, Structured Play program
- Lunch time activities and sports program for Early Childhood and Primary students
- Individual Behaviour Plans developed for identified students
- Sports Try Days covering a wide range of sports, Life Education and Water Safety programs
- Defence School Transition Aide program
- Assembly performances, Super Star Day, Blue Light Discos
- Easter Hat parade, Year 5 Camp at Jabiru Peaks
- Upper Primary Electives program with one elective activity culminating in the painting of two Values Murals
- A day at the cricket – Australia versus Bangladesh, after school Rugby League competition
- Primary and Early Childhood Talent Quests, Primary Gymnastics Competition

Student Pathways and Transitions

2008 was Bakewell Primary School's second year of participation in the Early Age of Entry trial. The guidelines for this program are clear and explicit ie children turning 5 by June 30 begin Transition in a single intake in January. Children turning four by June 30 are eligible to enrol from the beginning of the year in Preschool. Children turning 4 in Term 3 are eligible to commence Preschool if spaces are available. Students enrolling in Term 3 will spend 18 months in Preschool.

As part of the school's participation in the Age of Entry Trial the Transition students participated in the 2008 Assessment of Student Competencies twice during the year. The Assessment of Student Competencies is linked to the Northern Territory Curriculum Framework and is intended to identify students who are at risk and require learning support. It provides baseline data on the Literacy, Numeracy and EsseNTial Learnings competencies of students in the year before they commence compulsory schooling. The Communicating to be Heard program supports identified at risk students.

Bakewell Primary School further developed the Early Learning Unit with Preschool and Transition (teachers and students) interacting and working collaboratively to plan and implement programs. Teaching and Learning programs reflected quality and consistent teaching practices appropriate to developmental age / stage with a strong focus on play based learning, social skills and the development of specific skills. A safe play and learning environment continued to be a strong focus and the teachers worked hard to ensure a seamless pathway for students from Preschool through to the commencement of formal learning in Year 1.

Throughout the year there was a strong focus on Middle Years Programs and Leadership opportunities for the Year 6 students. The organisation of the school's Leadership programs ie School Captains, Student Leadership Council, House Captains continues to have an emphasis on developing the Leadership skills of our Upper Primary students. This was our second year for the Melbourne Middle Years Camp for Year 6 students with over 50 participating. This highly successful initiative is based on Middle Years research which indicates that a school camp which takes students out of their 'comfort zone' and provides experiences of the world that they have not yet experienced is beneficial. It promotes the ability to cope with change and challenges the students whilst encouraging thinking about vocational learning.

Retention

At the end of 2008 sixty-six Year 6 students left Bakewell Primary, 19 enrolled at Palmerston High School Middle Years, 47 enrolled at a range of other Middle Years Schools, mainly non-Government. At the Year 6 graduation approximately half of these students were recognised for completing their entire Primary School education at Bakewell.

Organisational Health and Learning

All teaching staff program, teach and assess using the NT Curriculum Framework. Expertise in this area is extensive and willingly shared. Teaching Teams utilise their meeting times to share their knowledge and ideas and to assist each other. Each Term the five teaching teams were provided with Collaborative Programming and Planning time. Teachers from similar year levels worked together to collaboratively program and plan Units of Work, class activities, ongoing programs etc for the next Term. This approach strengthens staff collegiality and ensures that programming and planning is consistent, well co-ordinated and has the richness and input of the whole team. It helps to ensure the best use of resources across the school.

Bakewell Primary School has well documented Programming Requirements and a comprehensive Programming and Planning Resource covering all aspects of the school's programming expectations to guide and assist teachers. In 2008 our school worked with Taminmin High School and two other Primary schools to develop an Online Curriculum Tool to assist teachers with their planning. The first version of this Tool will be implemented at the beginning of 2009. In 2008 our school was identified to be a Second Year Teaching School. The rationale for the Teaching School concept is to have Teaching and Learning courses that graduate teachers who are certified workplace ready and can perform in a diversity of settings now and in the future. It helps to create a

tight fit between theory and practice and provides a strong foundation to enhance learning and teacher development within the school. The number of Bakewell Teachers applying to be Teacher Mentors to work with the CDU Pre Service teachers allocated to the school is highly competitive and demonstrates the level of skills and expertise we have in our teaching staff.

Staff Retention and Attendance

During 2008 there were seven staff changes due to Maternity Leave, Special Leave, transfers and the substantive filling of the Assistant Principal and Early Childhood Senior Teacher positions. The school has a baseline staff of 46, of these 37 were retained from 2007 to 2008 giving the school an 80.4% retention average. Staff attendance rate average was 89.75% with 63% of absences being for notified sick leave. Staff reasons for leaving Bakewell included transfers within the NT and Special and Maternity Leave.

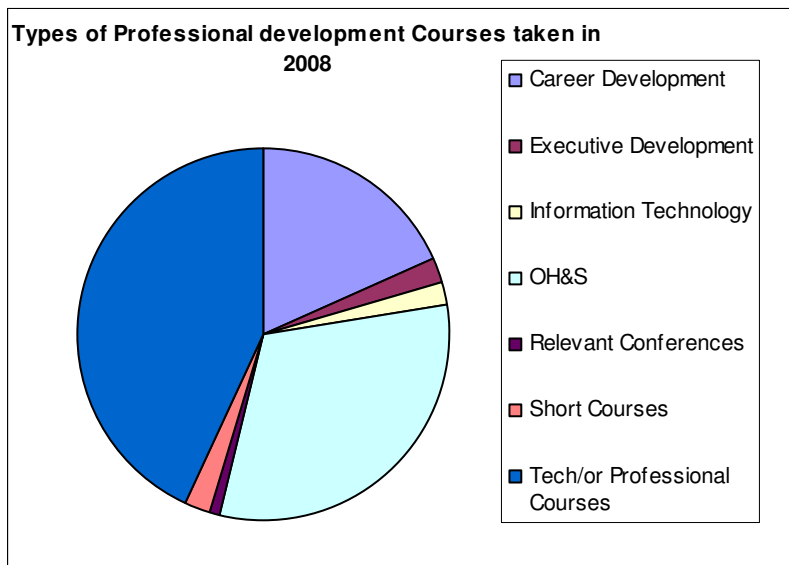
Summary of Teacher Qualifications

Masters Degree	- 2 teachers
Bachelor of Education	- 27 teachers
Diploma Education / Teaching	- 6 teachers

Staff Development

Three staff members successfully completed probation and one staff member engaged in the Teacher of Exemplary Practice (TEP) program.

Teaching staff members participated in ongoing Restorative Practices and First Steps Professional Learning. All teaching staff participated in the Mandatory Reporting and Child Protection Professional Development program and actively participated in the development of the school’s Annual Operational Plan and Strategic Improvement Plan. A number of teachers participated in a range of Professional Learning opportunities eg Quicksmart Maths, Teaching and Learning Framework development, Strong Beginnings / REAL Learning, Cluster Moderation, NAPLAN On-line Marking Panel, Leaders Forum, Assessment of Student Competencies, Behaviour Minimalism workshop, Barbara Brann Early Literacy, Mentoring, OH & S training, ESL/ESD Specialist Support program, Interactive Whiteboard, Gifted Education, Working with students with Autistic Spectrum Disorder, Jolly Phonics program, Numeracy Workshops, First Steps Reading and Writing, First Steps Maths, SAMS Behaviour Module, working with Data. The average amount per staff member (53 staff) for Professional Development is \$604.90



Community Engagement

School Council

The composition of the Bakewell Primary School Council includes 13 parents, three staff representatives, the Preschool representative and the Principal. The Council Constitution which was reviewed at the commencement of 2005 allows for two invited members. Only one of these places is utilised with the Treasurer who is the school's Administration Manager.

Council meetings are held on the third Wednesday of each month at 6.30 pm. The February Council meeting is identified for the AGM to assist the school in having the Council in place and functional as early as possible in the new school year. The December Council meeting is replaced by an informal Council Thank You function for the school and wider community. During 2008 Bakewell Primary School Council met nine times (including the AGM).

The following sub-committees were in operation – Fundraising, Playground Development (which includes buildings and grounds), Canteen, Out of School Hours Care, Preschool, NITS Squad, Finance and 10th Year Celebrations. Reports presented at Council Meetings come from the Chairperson, Principal, Preschool, Canteen, Fundraising, Finance / Treasurer, Out of School Hours Care and Playground Development (as required). The school's finances are audited in late January with the full report presented to the school community at the AGM.

2008 saw the resignation of longstanding Chairperson, Mr Peter Chandler who was a successful Country Liberal candidate in the NT Government elections and now represents the school and community as MLA Member for Brennan.

Parent Perception Survey

A random sample of families from across the school was selected to complete a NT DET Parent Perception Survey. 69% of these surveys were returned. Overall Results show

	Very Satisfied	Satisfied	Dissatisfied
Overall satisfaction with the educational progress of my child at this school	47.8%	43.4%	8.8%
Overall satisfaction with this school	36.2%	55.8%	8%

Data from this survey has been used to inform the school's 2009 Annual Operational Plan and four years Strategic Improvement Plan. Focus areas for 2009 include improving the knowledge and understanding of the school community of Restorative Practices and how this informs our approach to Behaviour Management, redesigning the school's written report in a plain English format, strengthening the profile and accessibility of the Leadership Team.

Examples of School / Community Initiatives

Kids as Teachers

This well received community event in Term 1 gives the students the opportunity to bring their parents along to school to share their learning and show them around their classroom. It is a great way for parents to informally meet their child's class teacher and through their children learn more about what happens in their class and at school. Families also have the opportunity to browse or share a book in the school's Library and / or visit the Computer Lab to learn more about the school's ICT programs.

10th Anniversary Fun Activity Afternoon

A Bakewell Primary tradition at the end of Term 2 not to be missed!! This activity continues to grow and is extremely well supported and in 2008 for our 10th Year Celebrations was by far the best to date. We had the support of the Defence and other community agencies along with classes and families providing a high level of assistance through the donation and / or organisation of food stalls and fun activities for the students. Many parents and families came along and helped with the stalls or just enjoyed the afternoon with the children.

Wheelathon

All students from Transition to Year 6 participated in this three day event. Students brought their 'wheels' eg bicycle, pram, toy car, scooter, roller blades, wheelbarrow to school to participate. The bicycle riders thoroughly enjoyed riding around the front car park circuit while the students with smaller wheels had a lot of fun riding / pushing / pulling their 'wheels' around an organised circuit on the basketball courts. Parent and community support was outstanding with many

students gaining a great deal of sponsorship and winning some fantastic prizes. Over twenty high money raising students received special Wheelathon Medallions in recognition of their wonderful efforts. The Wheelathon is the school's major fundraising event for the year.

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Financial Health

Successful Grants

A \$1000 Values Education grant was used to enhance resources to support the implementation of Values Education programs in the school. School Council Fundraising monies were used to purchase ICT resources, mainly Interactive Whiteboards (IWBs). The school now has eight IWBs – one of these was purchased through a grant from the Chief Executive in recognition of the school's support with the Palmerston Middle Years program. Due to a high level of community support and sponsorship the school was able to cover the cost of producing and printing the 10th Anniversary Year Book at no cost to families.

Financial Management

A budget which is prepared at the commencement of the year is approved by School Council. An End of Month Recording Keeping Audit is prepared by the Administration Manager and signed off by the Principal. The Finance Committee meets prior to each School Council meeting with a report prepared and tabled / discussed at Council meetings.

As required by DET, the school accounts were audited in January 2009 and are included with the school's Annual Report. The auditor acquitted the \$ for \$ grant and noted that it was spent on upgrading curriculum materials and resources in accordance with the funding application.

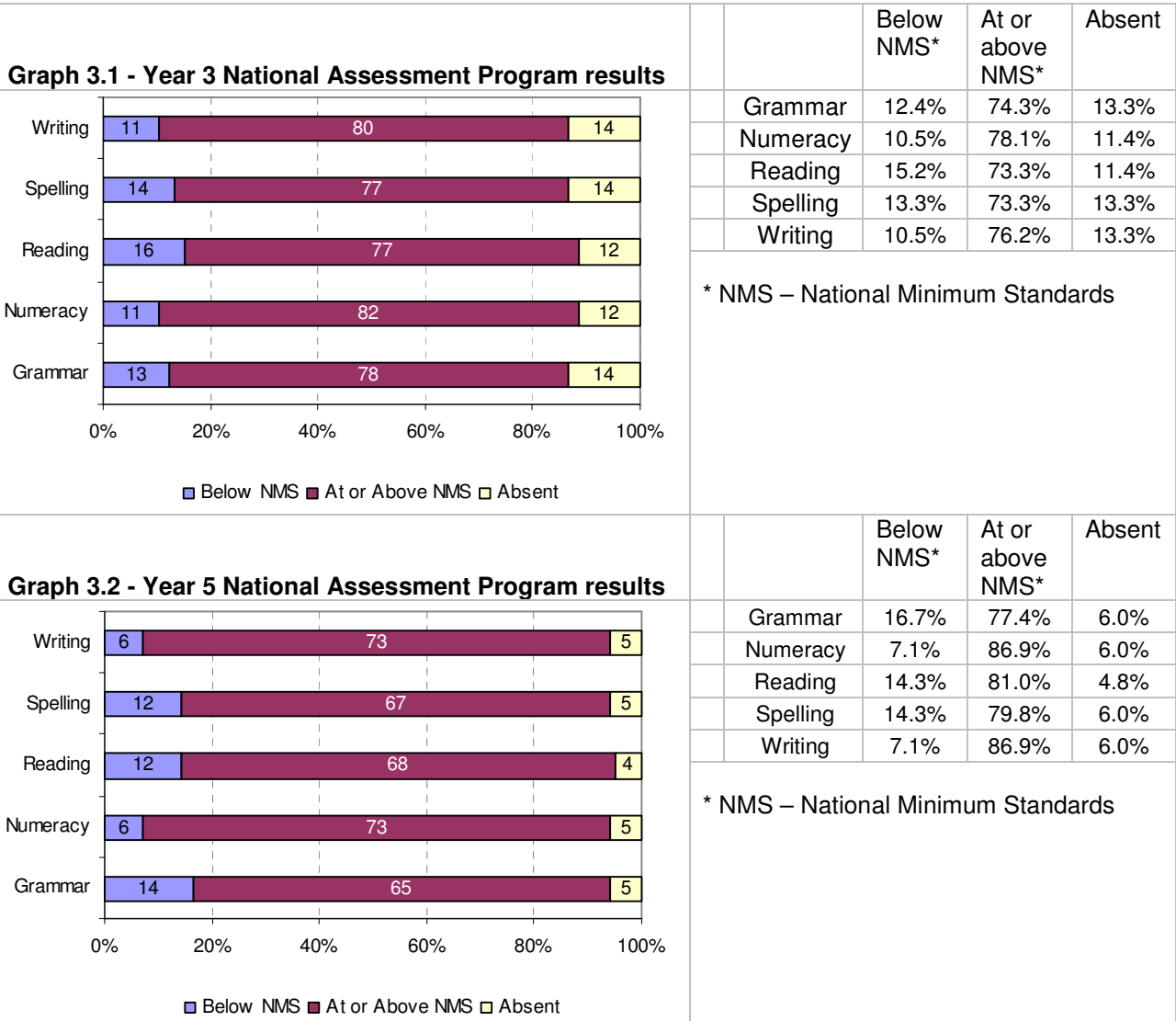
School Buildings

- Capital Works – nil
- Minor New Works
- New phone system (installation 2008/09 holiday break)
- Shade Cloth for Preschool play equipment (installation Feb/March 2009)

Targets for 2009

One of the school's main targets for 2009 is to decrease the environmental and economic cost of school carbon emissions.

Attachment B NAPLAN Data



Bakewell Primary School enrolment and attendance summary

This report shows the school enrolment and attendance data by each periodic collection. Each collection includes four weeks of data, collected in Week 4 and Week 8 of each school term. The enrolments are calculated on the last day of the collection period. The attendance is calculated as an average of the four week collection period.

Graph 1.1 enrolment & attendance trend - 2006 to 2009

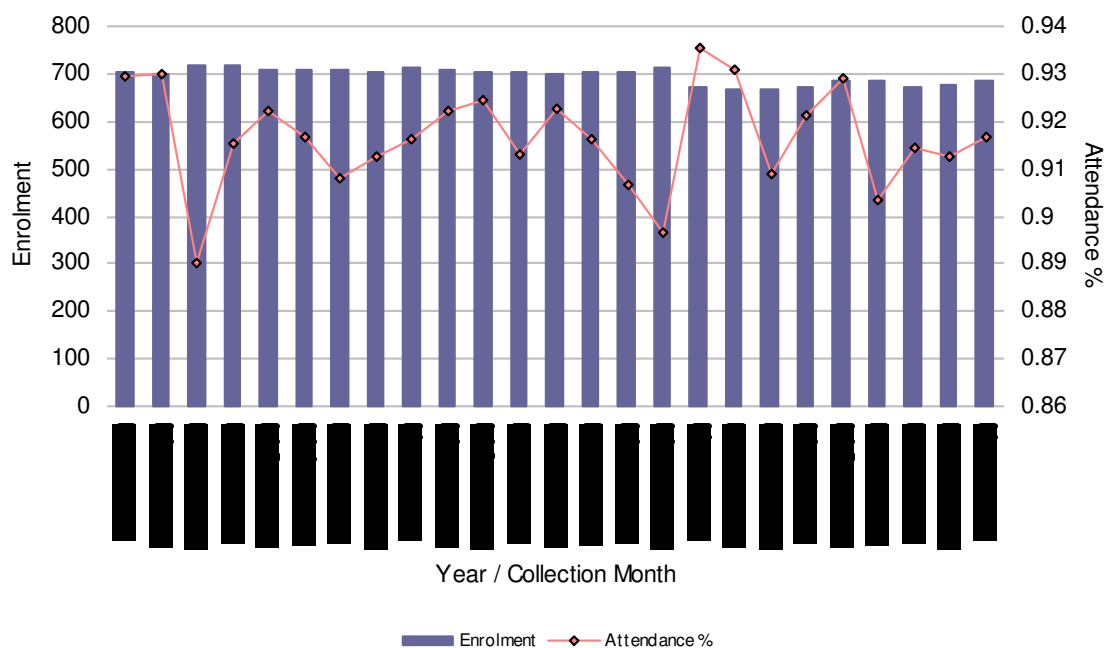


Table 1.1 enrolment & attendance - 2006 to 2009

	2006		2007		2008		2009	
	Enrol	% Att	Enrol	% Att	Enrol	% Att	Enrol	% Att
Feb (1)	705	93.0%	714	91.6%	673	93.6%	686	91.7%
Mar (2)	701	93.0%	710	92.2%	666	93.1%		
May (3)	719	89.0%	706	92.5%	668	90.9%		
Jun (4)	720	91.5%	705	91.3%	673	92.1%		
Aug (5)	708	92.2%	701	92.3%	687	92.9%		
Sep (6)	710	91.7%	702	91.6%	686	90.3%		
Nov (7)	708	90.8%	706	90.7%	674	91.4%		
Dec (8)	705	91.2%	714	89.7%	675	91.3%		
Average	710	91.5%	707	91.5%	675	91.9%	686	91.7%

Bakewell Primary School Indigenous enrolment and attendance summary

This report shows the school enrolment and attendance data for Indigenous students by each periodic collection. Each collection includes four weeks of data, collected in Week 4 and Week 8 of each school term. The enrolments are calculated on the last day of the collection period. The attendance is calculated as an average of the four week collection period.

Graph 2.1 Indigenous enrolment & attendance trend - 2006 to 2009

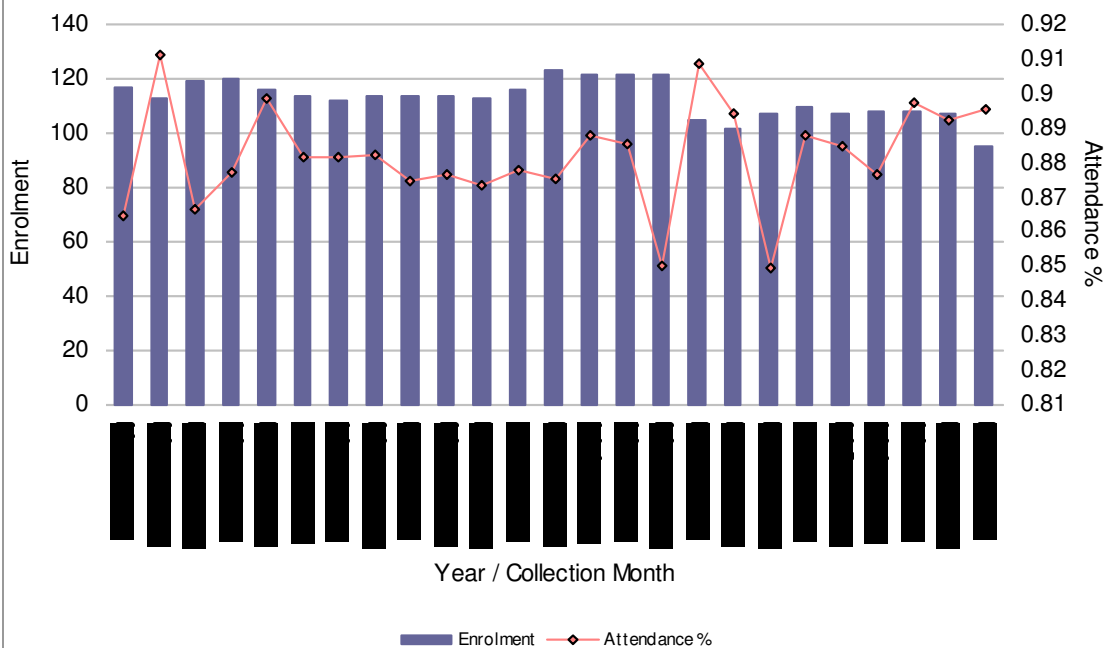


Table 2.1 Indigenous enrolment & attendance - 2006 to 2009

	2006		2007		2008		2009	
	Enrol	% Att	Enrol	% Att	Enrol	% Att	Enrol	% Att
Feb (1)	117	86.5%	114	87.5%	105	90.9%	95	89.5%
Mar (2)	113	91.2%	114	87.7%	102	89.4%		
May (3)	119	86.7%	113	87.4%	107	84.9%		
Jun (4)	120	87.7%	116	87.8%	110	88.8%		
Aug (5)	116	89.8%	123	87.6%	107	88.5%		
Sep (6)	114	88.2%	122	88.8%	108	87.7%		
Nov (7)	112	88.2%	122	88.6%	108	89.7%		
Dec (8)	114	88.2%	122	85.0%	107	89.2%		
Average	116	88.3%	118	87.5%	107	88.6%	95	89.5%