

St Joseph's Catholic Primary School Narrabeen

2011 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

St Joseph's Catholic School is situated in a beautiful part of Sydney. We are blessed to be a part of an area that has environmental and cultural significance going back thousands of years to the time of the Guringai people, the indigenous people of the area.

2011 was a significant year for the St Joseph's community. The year saw many changes within the school from the departure of our Principal of the last 7 years, a change in parish leadership through to the completion of new and refurbished school facilities. As a result the St Joseph's community has emerged stronger and ready to move forward to a new phase in the life of the school.

I would like to thank the parish, parents, teachers and students for the way in which the transition in school leadership has occurred so smoothly. It is truly a great privilege to be part of a vibrant and welcoming community. I would like to acknowledge the enormous contribution of our previous Principal and express my gratitude for his work in leaving St Joseph's as a school with a strong community and a place of great results.

School Principal 2011

1.2 Message from the Parent Body

Another great year for St Joseph's! Thank you to all the committee members and class parents who rallied support to make each of our activities a great success. The work of the P&F is vital for the school. All the money we raise goes directly into supporting the children's learning through the purchase of resources including interactive whiteboards and computers. We have fun working together and building friendships. We have the same goal in mind, to provide the best for our children. The sense of community is very evident in the parent community at St Joseph's.

Parents and Friends Association

1.3 Message from the Student Body

St. Joseph's is a fun and enjoyable school at which to be. At our school Year 5 and 6 take on the responsibility of being role models for the whole school. Thanks to our learning, new facilities and our friendly teachers and students we are all safe respectful learners. Last year we said goodbye to our principal and priest who both taught us a lot and helped us 'build in love'.

School Captains



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2011:

Girls	Boys	LBOTE*	Indigenous	Total
68	87	18	1	155

*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
14	0	0	14

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2011 was 95%. This figure does not include teachers on planned leave.

The teacher retention rate from 2010 to 2011 was 100%.

2.5 Teacher Satisfaction

At the end of 2011 the teaching staff was invited to reflect on the year and comment on the successes, challenges and satisfaction experienced during the year. There was an overwhelmingly positive response to teaching at St Joseph's with teachers commenting on collegiality, teamwork, professional learning and strong support from leadership. Teachers see themselves as working in partnership with parents in achieving the best learning outcomes for all of our students.



2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	95
1	95
2	92
3	96
4	96
5	96
6	93

The average student attendance rate for 2010 was 95%.

Management of non-attendance: In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the Education Act to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so the school, under the leadership of the Principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the school's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non attendance of a chronic nature, or reasons for non attendance that cause concern. Matters of concern are referred to the Principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student's continuum of learning where possible.

The Catholic Schools Office monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.



2.7 Student Satisfaction

Our school rules come from our one overarching rule; *Safe, Respectful Learners*. Student satisfaction is measured against these three words. Much work has been done by the staff, students and parents in ensuring that the children feel safe and supported at St Joseph's. PBL (Positive Behaviours for Learning) gives the students a framework in which they have an environment to learn successfully. Twice a year the parents and students received school-developed brochures explaining the PBL Policy and our *Policy Against Bullying*.



3. Catholic Life and Mission

3.1 Catholic Heritage

St Joseph's was founded by the Good Samaritan Sisters in the Benedictine tradition in 1939. The school was staffed by the Sisters until 1985. The Good Samaritan charism that underpinned the life and work of the Sisters is still evident in the school's commitment to the virtues of hospitality, humility, community and service.

Many local families have had a long association with the school and parish. They continue to support us. In recent years there has been a steady influx of people settling in Narrabeen from other parts of Sydney and Australia. These new families bring a fresh outlook to the school. Our shared Catholic faith and the positive relationships between school and church bind St Joseph's together as a Catholic community. There is a strong work ethic evident within the school as together we "Build in Love".

3.2 Religious Life of the School

Prayer is a regular daily occurrence in the life of St Joseph's. All classes have a dedicated sacred space that acts as a focus for daily prayer. Each class has a prayer candle with the school logo for use during prayer and at school liturgies. Classes attend a weekly parish mass each Thursday on a stage-by-stage roster. Children from the school act as altar servers at these masses. The School Captain leads the School Prayer each Wednesday at the school assembly.

Our Catholic identity is something we focus on and share with the school community. Throughout the year we regularly revisited what Mission involves and attempted to weave this into our daily lives. Regular visits from our Co-ordinator of Parish Life and our two priests-in-residence ensure that we have constant contact with our church.

The school celebrated regular liturgies throughout the year. School masses were held at the beginning and end of the year, at the commencement of each term, on special feast days such as St Joseph's Day and the Feast of the Assumption, and during Mission Week. The school took a leading role in preparing a weekend Parish Mass each term. These Parish Family masses were all well attended. Particular liturgical emphasis was given to the seasons of Easter and Advent with the staff and Stage 3 children engaging in lectio divina.

3.3 Catholic Worldview

The Catholic Worldview is the lens through which Catholics view the world. It is a tangible expression of the call to Catholic discipleship. The Catholic Worldview pervades all aspects of the school's life including its policies, practices and procedures.

Social justice initiatives gave children a sense of proactive engagement with Catholic discipleship. This is in keeping with the Good Samaritan's Benedictine charism with its emphasis on justice and compassion. The students were provided with numerous opportunities to engage in outreach activities.

In Term 1, the school supported Project Compassion. Fundraising initiatives were conducted in each classroom. This was supported by learning about the work of Caritas.

In Term 2 the school continued its support of the Spiritan mission in the Kenyan village of Tangulbei with our fundraising initiative known as *learn4life*. Children received sponsorship for walking a distance of over three kilometres, giving them an insight of how children their own age have to travel to get to school, fetch water or visit friends. This is the sixth year that we have supported this cause.

In Term 3, the children reached out to the local community by singing and playing music for the local aged care homes.



In Term 4, families contributed to the annual St Vincent de Paul Christmas Appeal by donating items for hampers for needy families.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.

Two teachers have undertaken study with the Broken Bay Institute in a Masters of Theology. The Religious Education Co-ordinator provides support to the teachers of Religion along with the assistance of the CSO Education Officer. The Co-ordinator of Parish Life led the staff in understanding the changes in liturgy and how this impacts on the school and its involvement in celebrations.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

St Joseph's has a comprehensive approach to Pastoral Care. Behaviour Management and Anti-Bullying policies which are derived from, and consistent with, the Diocesan policies. Copies of these policies are available from the school office.

In 2011, the school continued with the Positive Behaviour for Learning (PBL) approach to student management. This Diocesan initiative streamlined behaviour management processes within the school's framework of Pastoral Care policies and procedures. It has continued to make a significant and positive difference to the learning culture of the school. This is evidenced by a decrease in office referrals and an increase in student satisfaction with inter-personal relationships. Parent feedback investigate the PBL approach to student management highlighted that it keeps them informed of their child's learning it impacts positively towards this.

4.3 Pastoral Care of Families

Pastoral Care is an essential element of building and sustaining a Catholic community. Our school Vision Statement commits our school to building a "safe, nurturing and inclusive environment". Several support structures exist for the support of families within the St Joseph's school community. The class teachers, learning support team and the school leadership team all work closely with parents during the year to respond to pastoral needs. When necessary, families were referred to local health and counselling agencies for professional support.

Our class parent system provides a welcoming and supportive environment for new families to the school. It also allows for clear communication and dissemination of information within each class.

The Year 6 students participated in the Buddy System with the Kindergarten students as part of their leadership role. This involves the Year 6 students being paired up with a Kindergarten child. This system engages the senior students to act as mentors for the Kindergarten children throughout their first year at school.

In preparation for school, St Joseph's conducts an extensive Kindergarten Orientation program in Term 4. This involves the incoming Kindergarten children visiting the school for four consecutive Fridays for approximately one hour. The children work with their Big Buddy and get to know each other and the Kindergarten teacher. The parents of the children have a morning tea together and are given some further information regarding the school. In 2011, parents were given access to the uniform shop, met the canteen co-ordinators and met the Co-ordinator of Parish Life.

Our Year 5 children acted as Big Buddies to the StartRight children in St Lucy's satellite classes hosted at St Joseph's.

4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.



4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

St Joseph's provides a challenging education that is child-centred, holistic and evidence driven. Teaching programs are differentiated to meet the learning needs of all children. Specific life skills, including effective researching, co-operating, communicating, using technology, expressing, thinking critically and demonstrating responsibility, are planned for and integrated into the school's curriculum.

Teachers work in Stages with a two-year cycle of curriculum to enable team planning and sharing of ideas. Co-operative planning is a feature of this curriculum structure and occurs each term.

Differentiation to meet the needs of all students is evident in all Key Learning Areas (KLAs).

Provision for a range of curriculum choices is highly valued. Music and Physical Education specialist teachers provided expert instruction to all children weekly.

St Joseph's develops an annual School Improvement Plan that aligns the school with the overall Diocesan strategic direction whilst being responsive to local needs. During 2011, St Joseph's completed a Numeracy project with two partner schools. The aim of this project was to improve student learning outcomes and the precision with which teachers use data.

As part of a Diocesan initiative into quality teaching and learning, St Joseph's was involved with the *Leading Learning* programme delivered by the Education faculty of the University of Auckland. This programme aims to equip school leaders with further skills in ensuring quality teaching and learning is taking place within the school.

5.2 Student Achievement

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are "at proficiency".
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are "at proficiency".
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN preliminary summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
- In the 2011 cohort, there were 27 students in Year 3 and 18 students in Year 5.



Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the *My School* website (<http://www.myschool.edu.au/>).

Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	3.7	10.5	18.2	21.2	17.5	29.0	95.4
	National	4.1	10.4	17.3	21.2	20.8	24.2	93.9
	School	0.0	3.6	3.6	39.3	17.9	35.7	100
Writing	State	2.0	4.0	12.4	20.7	43.0	17.8	96.4
	National	3.0	5.3	14.5	29.1	30.2	15.9	95.0
	School	0.0	0.0	7.1	14.3	57.1	21.4	100
Spelling	State	3.6	6.9	18.3	20.6	25.9	24.6	94.6
	National	5.2	9.7	17.7	24.7	22.6	18.1	92.8
	School	3.6	0.0	7.1	42.9	25.0	21.4	96
Gr. & Punct.	State	4.5	6.7	15.1	24.2	21.9	27.6	94.6
	National	5.0	8.8	15.0	21.0	21.6	26.7	93.0
	School	0.0	7.1	7.1	14.3	42.9	28.6	100
Numeracy	State	2.8	11.8	19.7	26.5	21.5	17.6	96.7
	National	2.4	11.4	23.8	27.3	19.9	13.3	95.7
	School	0.0	7.1	14.3	32.1	28.6	17.9	100

The steady and sustained improvement in academic standards at St Joseph's is evidenced by this data. The school improvement agenda initiated in 2007 is impacting positively on the school's results and student learning. In Year 3 the school is above the State average in Reading (54% in the top two bands as opposed to a State average of 47%). The school is above the State average in Writing (79% in the top two bands compared to a State average of 61%). The school is also above State average in Grammar & Punctuation (71% in the top two bands as opposed to a State average of 49%). In Numeracy, the school had 47% of students in the top bands as opposed to 39% in the State.

Close analysis of the data has determined the establishment of clear improvement targets. In 2012, we will continue to attend to Spelling and Writing as priority areas particularly to lift the performance of band 3 students.

Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7.2	11.0	26.0	21.0	19.2	15.6	93.1
	National	6.7	13.8	23.2	25.7	18.1	10.7	91.5
	School	0.0	11.8	5.9	29.4	23.5	29.4	94
Writing	State	4.5	7.2	30.9	30.7	17.4	9.3	94.8
	National	6.0	11.9	26.5	30.7	16.3	6.6	92.1
	School	5.9	0.0	17.6	47.1	17.6	11.8	89
Spelling	State	4.8	8.9	24.4	26.8	21.6	13.6	93.8
	National	6.8	12.7	24.7	28.0	17.9	8.1	91.3
	School	11.8	5.9	17.6	29.4	23.5	11.8	83
Gr. & Punct.	State	6.5	8.7	20.7	23.0	24.8	16.3	93.5
	National	6.3	11.0	20.5	25.3	20.1	15.0	91.9
	School	0.0	5.9	11.8	11.8	23.5	47.1	94
Numeracy	State	4.1	9.8	27.7	29.3	13.7	15.4	95.4
	National	3.8	13.5	27.8	28.2	16.1	8.8	94.4
	School	0.0	5.9	17.6	35.3	23.5	17.6	94



The NAPLAN data for Year 5 shows again a pleasing and marked upward trend in student learning outcomes. Results in Reading and Grammar and Punctuation were above state averages whilst overall learning gains by the Year 5 class were amongst the highest in the Diocese. Particular and ongoing attention needs to be paid to Writing and Spelling. These areas will form the basis of professional learning for staff and specific support initiatives for students in 2012.

5.3 Extra Curricula Activities

St Joseph's has many extra-curricula opportunities for the students. Many of these happen within the school day whilst others outside school hours.

St Joseph's school band, which was introduced into the school in 2006, continued to enrich our school during 2011. Members of the school band participated in the Marana Festival, joining musicians from all fourteen Catholic schools on the Peninsula. The band also visited a local nursing home playing to its residents twice during the year.

Year 6 participated in the Peninsula Public Speaking competition as well as the Primary Maths Challenge for our high achieving mathematicians.

Our local Member of Parliament again invited our school captains to Parliament House.

The Dance Club rehearsed weekly at lunch times. Their skills learned at Dance Club were of great assistance during our school musical *Masquerade*.

The St Joseph's Parish playgroup continued to offer outreach and a service to the local community.

Construction, Book and Lunch Clubs provided children with alternatives at lunchtimes to the playground.

5.4 Professional Learning

Professional learning for all staff is a key strategic goal of St Joseph's current Strategic Plan. Professional learning is most effective when it is meaningful and based upon a recognised need. It uses evidence to guide the learning. The professional learning and development program at St Joseph's Catholic School supports this process. The school made a concerted effort to build a Team Learning culture. The staff was consulted widely as part of decision making processes particularly in regard to curriculum matters. Budgets and professional development time were allocated in support of these tasks.

As such, all teachers participated in a range of professional learning opportunities during the course of 2011.

The weekly staff meeting held each Tuesday afternoon for one hour was dedicated to professional learning.

Each year the CSO provides for pupil free staff development days for schools to pursue specific school based professional development and professional learning goals. During these days we focused on the areas of our School Improvement Plan including assessing students in Mathematics, differentiating the curriculum to meet the needs of all students and leading quality teaching and learning.

The staff worked closely as Stage groups, with cross-class grouping based upon assessed student learning needs being implemented in English and Mathematics. This brought our emphasis on consistent practice into focus on a day-to-day level.

Staff attended Occupational Health and Safety training, Child Protection training, technology in-servicing and First Aid training.



6. Strategic Initiatives

6.1 2011 Priorities and Achievements

St Joseph's Strategic Plan has been developed to guide the school until the end of 2012 after which it will be reviewed. Four themes underpin the school's Strategic Plan and subsequent annual plans. They are shared understanding, consistent practice, effective communication and professional learning. A detailed School Improvement Plan was developed for 2011 from the Strategic Plan and encompassed three domains.

In Catholic Life and Mission the goal was to explore the nature and mission of the Catholic school. Weekly reflections on "our Catholic School" were included in the school newsletter. The new model of parish leadership was initiated during the year with time spent renewing the relationship between school and church.

In the Pastoral Care and Community domain, our goal was to sustain and develop processes within Positive Behaviour for Learning (PBL) to improve pastoral outcomes for all. Our monthly PBL meetings ensured that all students were reviewed in terms of their wellbeing and overall behaviour.

In the Curriculum, Teaching and Learning domain strategic priority was given to sustaining and developing increased improvements in academic standards through embedded professional learning. The staff continued the lesson inquiry model of professional learning with colleague schools as well as working with external Education Officers in Numeracy, Literacy and Gifted and Talented Education.

6.2 2012 Priorities and Challenges

Three goals for 2012 have been established as part of our School Improvement Plan. These align with the goals of the Diocese and come under the headings of Catholic Life and Mission, Pastoral Care and Wellbeing and Curriculum Teaching and Learning.

In 2012 we will continue to nurture the relationship with both the parish and the wider Catholic community. The new model of church at St Joseph's provides us with many opportunities to build on our involvement with the parish. The school and church will offer learning and reflective opportunities to its students, parents and staff.

In 2012, St Joseph's will place particular emphasis on Writing and Spelling. We will also continue to strengthen the great work done in Numeracy over the past few years.

PBL and our focus on student wellbeing have had significant benefits for the students of St Joseph's over the past few years. In 2012 we will continue this work but with the aim of reviewing current programmes offered to the students as well as exploring ways we can meet the needs as a result of reaching out to families.



7. Parent Participation

7.1 Introduction

St Joseph's has an active Parents' and Friends' Association which conducted many events throughout the year. Committees include: canteen, fundraising, socials, clothing pool and marketing. The P&F aims to raise funds to support the school's programs as well as "fun raise" to build community. Our major fund raising event was the Triva Art Show held in Term 3. There were two "Girls Night In" events which also raised money for the school and gave parents the chance to get together. Planning began for the Fun Fair in 2012, the major fundraiser held every other year. Fundraising was supplemented with Easter egg sales, a Bunnings barbeque and a Mothers' Day stall. The Mothers' Day celebration and Fathers Day breakfast were extremely well attended, successful and joyful occasions.

Parents participate in a wide variety of activities at the school from class support for Reading and Computer Technology and library support. Parents are very involved in the sporting life of the school and assist with coaching various teams. These included netball, rugby league, basketball, eagle tag, and preparation for the Robbie Slater Cup in soccer. Parents also supported the running of swimming and athletics carnivals.

The parents were involved in preparation of the Year 6 farewell, weekly changing the street signage and participating in sacramental programs. Parents are always welcome at the school.

7.2 Parent Satisfaction

Parents view the school as a welcoming generous community where children, teachers and families have strong community spirit and know and care for each other.

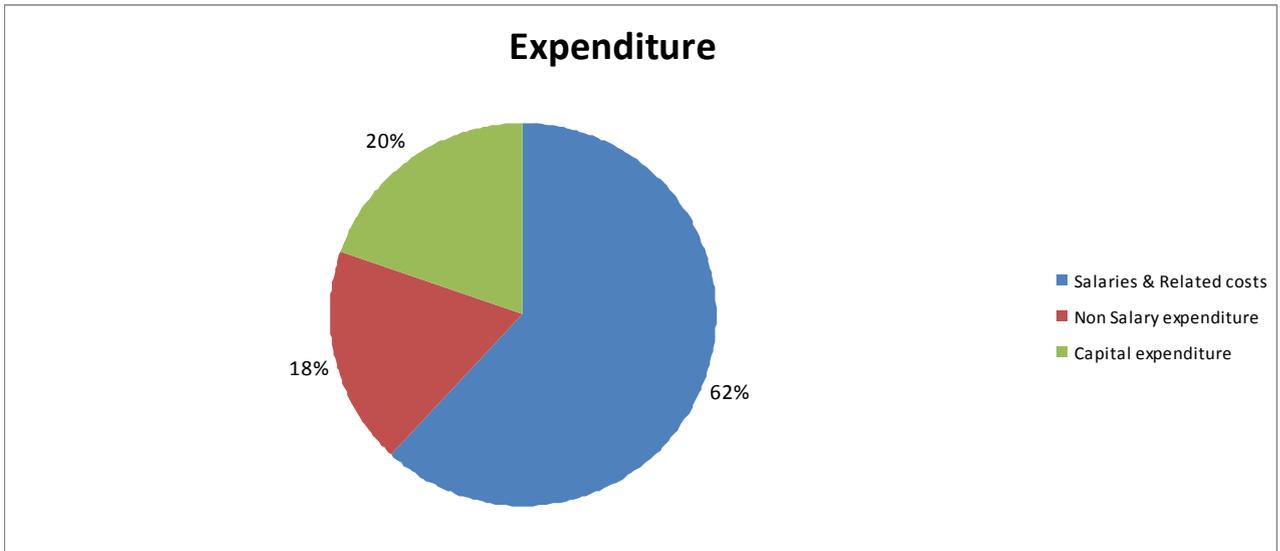
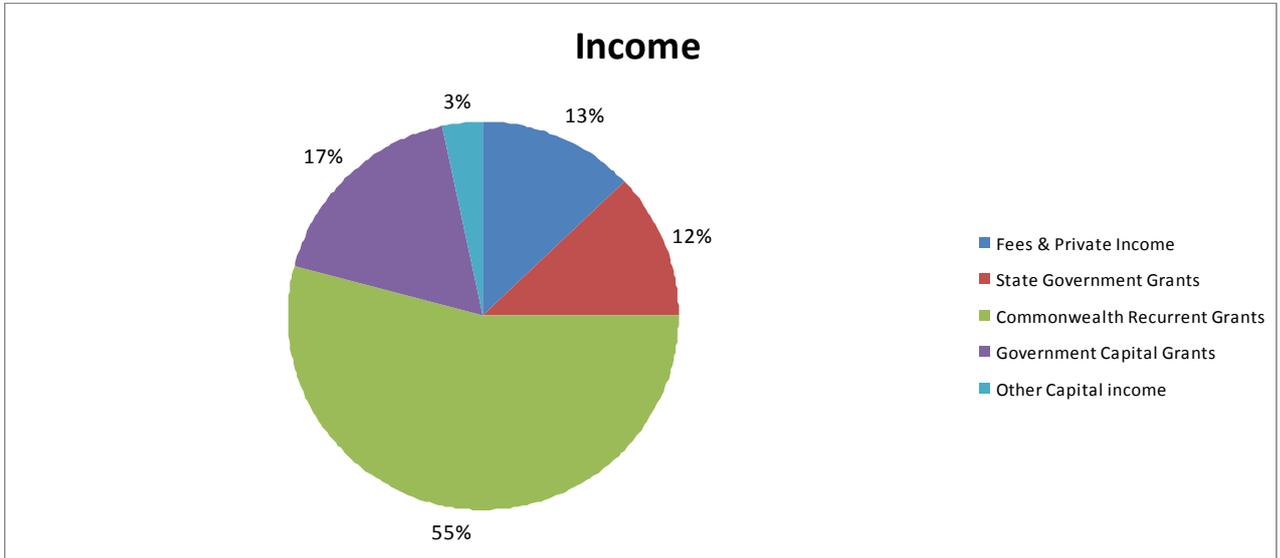
Overall, parents believe St Joseph's school is very effective in educating their children academically, socially, spiritually and physically.

Parents agree there is great harmony among staff and parents, leadership is strong and there are efficient processes in place for open inclusive communication. Parents acknowledge this has been an area of much growth and change at St Joseph's in recent years which has contributed to a higher local profile for the school. Playground facilities were raised as an area requiring attention. This will guide P&F fund raising in 2012.



8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>



The contents of this annual report have been validated by the School's consultant, Anne Duncan.