



**Queen of Apostles Primary  
School, STAFFORD**

# **Annual Report 2021**

**Brisbane Catholic Education is  
a faith-filled learning community  
creating a better future.**



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# Contact information

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<b>Contact person</b>	Nigel Bird — Principal

## Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

Queen of Apostles School is a Catholic school located in Stafford on the north side of Brisbane. The school is a two-campus school with Prep to Year Two located in Chuter Street, Stafford Heights and Years Three to Six in Thuruna Street, Stafford. The school's enrolment is currently around 365 students.

Queen of Apostles is a Christ-centred community of children, parents and staff. Our mission involves empowering all with the wisdom to discern, giving hope for the future through living the gospel values. Parents are involved in their children's education through the Parents and Friends Association, School Board, parent pastoral care program and by assisting in and outside of the classroom.

The school offers an excellent band, instrumental and strings program as well as junior and senior choirs. Japanese is offered from Years Three to Six. Sports coaching is offered for swimming, cross-country and athletics. The older classes at the school 'buddy up' to nurture and support the younger children. Students in Year 5 participate in a camp at Mapleton and Year 6 go to Canberra. The impact of COVID19 has meant that some alternative camp venue may be required at any given time. The school's curriculum is extensive with an emphasis over the last three years on developing technology in the classroom. Prep and Year 1 students are involved in a Literacy Project in conjunction with BCE Education Officers. Teaching at the school is very data-driven with regular reviews of both individual, class and whole school data. The social-emotional aspect of student learning is a highly regarded aspect of the school. Contemporary classroom furniture is a feature of the school and every classroom is equipped with a Soundfield. There is ongoing refurbishment of all the learning spaces and playground / oval facilities on both campus sites.

### School progress towards its goals in 2021

Goal	Progress	Outcome
<b>Catholic Identity</b> To collectively develop our school's Reconciliation Action Plan.	The school was successful in creating a Reconciliation Action Plan. This is an area that needs regular revisiting each year to ensure new staff are aware of our RAP and that existing staff are still prioritising this.	Achieved and uploaded to staff portal.
<b>Learning and Teaching</b> Build teacher capacity in the use of ICT to enhance	Staff engaged in upskilling in using ICT and were successful in creating effective online learning opportunities for students. Staff used TEAMs	Achieved

Goal	Progress	Outcome
student learning and performance.	meetings to communicate with students during AEP.	
<b>Learning and Teaching</b> Develop a whole school focus on numeracy and Mathematics to improve student performance.	Staff engaged in professional development to build capacity in understanding the Big Ideas in Mathematics. Some year levels are using 'Trusting the Count' to assess students understanding of Number. Years 3-6 have a greater focus on using real world mathematics.	Achieved
<b>Our People</b> Further develop our professional learning community through the engagement of the 4C's model.	Due to staff feedback and consultation with the Learning Support team, we changed this goal to a focus on Literacy (in particular Language Acquisition). This resulted in the successful application to be in the BCE Early Years Literacy Project.	Not achieved

## Future outlook

### Learning and Teaching

Our Explicit Improvement Agenda for 2022 will be to 'develop precision of pedagogy in the teaching of reading through the establishment of data analysis to inform teacher planning and practice'.

Targets and Timelines - By Term 4 2022

Year Level	Monitoring Tool	Target %
<b>Prep</b>	Concepts about Print Sound Letter Knowledge PM benchmark Level 5 +	100% 100% 85%
<b>Year 1</b>	PM Benchmark Level 14+ Concepts about Print Sound Letter Knowledge	90% 100% 100%
<b>Year 2</b>	PM Benchmark Level 22+	90%
<b>Year 3</b>	PM Benchmark Level 26+ PAT R norm scale score 110.9+	95% 80%
<b>Year 4</b>	PAT R norm scale score 118.7 +	85%
<b>Year 5</b>	PAT R norm scale score 124.5 +	85%
<b>Year 6</b>	PAT R norm scale score 128.8 +	85%

### Strategies

Through staff meetings and Twilights build staff capacity in the consistent use of data to identify student needs and differentiate accordingly to improve reading. BCE Project work (NGRSF) with Prep and Year 1 facilitated by Kylie-Jo Harvey and Judith Wilson.

### Catholic Identity

2022 will also see a review of the School's vision and mission with staff, parents and students and the wider community to identify and clarify shared beliefs, values and purpose that will guide all school policies and practices so that Catholic Identity and Charism underpin all that we do.

### Targets

- Ownership and consistency of high expectations across the school community is evidenced through LWTs, Review & Response, School Assemblies, School Liturgies.
- Teachers will demonstrate an open and shared commitment to the Vision and Mission statements.

### Timelines

This goal will be implemented by the end of Term 4 2022.

### Strategies

- Build staff trust through professional development that focusses on whole school culture around vision, mission and values.
- Build shared understanding and ownership of the school vision and mission and values – Growing in Faith, Love and Learning.
- Build the staff culture of learning based on the school's vision and mission that reflects high expectations that all students will learn successfully. That the school has high expectations for student attendance, engagement and outcomes.

### **Well-Being**

- Build a strong collegial culture of mutual trust and support, based on our beliefs, values and purpose to ensure the well-being of staff, students and parents.
- Teachers and school leaders take personal and collective responsibility for improving student learning and well-being, working together and learning from each other's practices.

### Timelines

- Term 1 – ongoing
- Term 2 Twilight PB4L Tier 2 & 3
- Every Term week 7
- Beginning in Term 4 2021

### Strategies

- Unpack Tier 1 and Tier 2 supports in PB4L and identify who is responsible for this.
- Week 7 staff wellbeing week every term.
- Strategic planning group with key stakeholders to build a vision of shared goals for the future of school community.

# Our school at a glance

## School profile

Queen of Apostles Primary School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

**Coeducational or single sex:** Coeducational

**Year levels offered in 2021:** Primary

**Student enrolments for this school:**

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	394	215	179	3

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

Queen of Apostles school's two-campus arrangement presents a range of unique characteristics including student leadership opportunities in Year 2 and Year 6, cross campus collaborations and experiences. The Year 6 Leadership Teams (Cultural, Community and Sport) aim to provide ongoing opportunities to visit the Early Years campus to model school and community behaviours through guided play and learning experiences. Cross-Campus buddy activities also support the partnership and relationship building of the Prep - Year Two students as they are partnered with older students from Year 3-6. As the students transfer from the Early Years Campus at Chuter St to the Year 3-6 Campus at Thuruna St, they are provided opportunities for orientation. This occurs throughout Term 4 with further sessions allocated for those who may need it. This supports the smooth transition into Year 3 in Term One.

Students attending Queen of Apostles are predominantly Catholic, 71% with a range of multi-cultural backgrounds. In 2021, 1.3% of the student population were Indigenous and 9.8% of students had English as an additional language or dialect. The students at Queen of Apostles enjoy the range of learning opportunities provided and reflect the welcoming and inclusive nature of our school, 19% of our student population are verified with a disability.

## Curriculum implementation

### Curriculum overview

- Queen of Apostles prides itself on providing a quality inclusive Catholic Education for all students. We focus on combining the use of the Australian and RE Curriculum with quality differentiated pedagogy and engaging learning experiences.
- All students at Queen of Apostles are fluent with the visible learning concepts of 'learning intentions' and 'success criteria' that help them develop as independent learners.
- Supporting students to develop the 'Qualities of an Effective Learner' (Engaged, Resilient, Communicates Effectively, Reflective and Self-Aware) is a priority in all learning experiences.
- Prep has a focus on play-based learning and social interaction as a context for learning and focuses on inquiry and higher-level thinking.
- In Year 2 and 6, students have opportunities to develop leadership skills through a range of learning experiences. The Year 2 Leadership Day is based on the qualities of Resilience, Getting Along, Confidence, Organisation and Persistence outlined in the Program Achieve program and provides a supportive foundation by which the students can understand the duties of being 'Leaders of the Early Years Campus'.
- In Year 6, the Leadership Studies Program, based on the Toastmasters International Youth Leadership model supports the students in developing as leaders and speakers with a focus on 'greater self-confidence and personal growth'. The Year 6 Leadership committees lead many

school celebrations and initiatives including fund raising days, peer tutoring, competitions and lunch time sports.

- Year 3 – 6 enjoy a specialist program which involves physical education (including swimming and dance), music (with optional strings and instrumental lessons), and LOTE where the students learn Japanese. Students in Prep – 2 partake in all of the above specialist lessons with the exception of LOTE.
- Student wellbeing is a focus with programs such as Peaceful Kids and Rock and Water offered across many year levels.

### **Extra-curricular activities**

- Junior and Senior Choir for students in Years 2 – 6. The choirs, along with school bands, usually compete at the Queensland Catholic Music Festival and perform at school assemblies, liturgies. In 2021, student participation was inhibited due to COVID-19 restrictions.
- An instrumental Music Program (strings) is offered from Year 2, with woodwind, brass and percussion introduced in Year 3.
- Selected students from Years 5 and 6 compete in the Catholic Cup Netball competition. In 2021, student participation was inhibited due to COVID-19 restrictions.
- Representative sport – individual and team competitions (Zone 6, North District, Met North).
- We offer outside hours training for cross country and athletics.
- Opportunities for students in Years 4 - 6 to be involved in the 'Brain-Ways Day of Excellence'.
- Students in Years 3 - 6 are invited to compete in the interschool Bush Poetry competition. In 2021, student participation was inhibited due to COVID-19 restrictions.
- After school extra-curricular activities include Speech and Drama, Chess, Coding Club. These are well attended by students.
- Lunch time extra activities include Gardening Club, Kids Club (art and craft), Minecraft and meditation.
- Camps are offered in Years 5 and 6. Year 5 students attend a sports and recreation camp at Mapleton for three nights. Year 6 students attend a three-night camp in Toowoomba at Koojarewon Camp to support the Heath and English curriculum undertaken in Term 3.

### **How information and communication technologies are used to assist learning**

Digital Pedagogies are enhanced at Queen of Apostles with the use of iPads and laptops across the school. The school provides iPads in Prep - 2 in a ratio of approximately one device for every 1.3 students. Students use iPads to assist learning through a range of ways including talk to text, capturing and annotating learning, collaborative construction and in time feedback as well as presentations that are interactive, creative and collaborative. Students in Years 3 -6, with a device to student ratio of 1:1, use both iPads and laptops to assist learning in the above-mentioned ways while also using the Office 365 suite with students to assist learning in and out of the classroom.

After the initial skill development in this cross curricular priority, students in Years 5 and 6 have regular opportunities to use laptops and iPads to support learning through their 1:1 device program. The previously mentioned skills are still promoted in an environment where the importance of digital citizenship is made clear to all students. Student in Years 2 - 6 sign the Acceptable User Agreement for Technology at the beginning of every school year.

In 2021, the use of technology and online platforms for curriculum delivery during times of home learning was essential to comply with COVID-19 restrictions in Education. Teachers capably provided dual instruction for children of essential workers who were permitted to attend school and maintained support for students learning in their home environments. Teachers prepared and provided students with daily timetables, delivered lessons online and maintained communication with students via online meetings.

## Social climate

### Overview

Queen of Apostles School works to promote right relationships and positive partnerships between students, staff, families and community. This focus is ongoing and is managed to support wellbeing and address the specific needs of each student in Prep - Year 6.

Staff participated in ongoing professional development opportunities to further enhance their understanding of the 'Positive Behavior for Learning' PB4L framework. A matrix of behaviours has been devised to support Queen of Apostles to reflect the school code of conduct 'Think Smart, Work Smart. Act Safe, Be Safe. Values Self, Others and the Environment'. School awards are based around the PB4L framework and each week has a focused area shared through the staff weekly news and explicitly reinforced through class lessons and assembly time.

Strategies and programs to support students include 'Rock and Water', 'Program Achieve', 'One-Two-Three Magic' and 'Peaceful Kids'. The use of the Daniel Morcombe Student Safety program from Prep - Year 6 also supports the development and understanding of safe practices through the safety motto 'Recognise, React, Report'. The Guidance Counsellor, Student Wellbeing Support Officer and Support Teachers Inclusive Education work in partnership with the School Leadership Team to support students, staff and family well-being.

In 2020, on the BCE Listens survey 98% of the staff agreed with the statement that 'I enjoy working at this school'.

For staff, the continuation of the school staff pastoral care committee in 2021 saw staff members reaching out to one another during times of joy, sorrow and increased work-load. Staff often found sweet treats and affirmation cards in their pigeon holes around reporting time and were quick to voice their appreciation. Staff have the opportunity for a member of the Leadership Team as well as the Guidance Counsellor and Support Teachers Inclusive Education to be in parent meetings. This ensures a supportive, collaborative and pastoral approach.

For parents, the Parent Pastoral Care group provide a support and positive point of contact for each class to liaise with families and staff around the wellbeing and care of those in the community. This group has been instrumental in welcoming new families, supporting those going through difficult circumstances such as illness and ensuring special occasions and significant events such as birthdays, weddings, retirements and the birth of babies are recognised and celebrated. The Parent Pastoral Care group works in partnership with the class teachers and the Leadership Team to ensure the well-being of all in the school is a focus. Meetings with this group each term provides a safe and open forum to discuss any issues or concerns that may arise from the parent body.

Occasions for social interaction and community gathering add to the social climate of Queen of Apostles School. Normally, the Swimming, Cross-Country and Athletics carnivals, Mother's Day and Father's Day liturgies are always well attended by parents.

However, in 2021 whole school community experiences were not able to be held due to COVID-19 restrictions. Teachers continued to reach out to families via TEAMS, emails and phone calls to continue to build relationships with students and parents in the community. Parent feedback was also sought during the delivery of Alternative Education Plans to gather positive and negative data about current systems in place.

Social occasions and experiences for families were not able to be held due to COVID-19 restrictions. These include the School Disco each term whereby parents are normally encouraged to stay and share in a meal and conversation whilst the students dance. In previous years, a range of P & F and Parent Pastoral Care social events provide further opportunities to build relationships. These include but are certainly not limited to the family friendly 'Play in the Park' and the parents only 'Day at the Races' and 'Mums at the Movies'.

## Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

### BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree <sup>#</sup> that:	2020
This school helps my child to develop their relationship with God	100.0%
School staff demonstrate the school's Catholic Christian values	97.0%
Teachers at this school have high expectations for my child	90.9%
Staff at this school care about my child	97.0%
I can talk to my child's teachers about my concerns	97.0%
Teachers at this school encourage me to take an active role in my child's education	91.1%
My child feels safe at this school	96.0%
The facilities at this school support my child's educational needs	90.1%
This school looks for ways to improve	89.6%
I am happy my child is at this school	92.8%

### BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree <sup>#</sup> that:	2020
My school helps me develop my relationship with God	92.2%
I enjoy learning at my school	96.3%
Teachers expect me to work to the best of my ability in all my learning	98.5%
Feedback from my teacher helps me learn	94.8%
Teachers at my school treat me fairly	95.6%
If I was unhappy about something at school I would talk to a school leader or teacher about it	74.8%
I feel safe at school	88.9%
I am happy to be at my school	94.0%

### BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree <sup>#</sup> that:	2020
Working at this school helps me to have a deeper understanding of faith	86.5%
School staff demonstrate this school's Catholic Christian values	94.2%
This school acts on staff feedback	70.0%
This school looks for ways to improve	88.5%
I am recognised for my efforts at work	78.8%
In general students at this school respect staff members	96.2%
This school makes student protection everyone's responsibility	98.0%
I enjoy working at this school	98.0%

<sup>#</sup> 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.



## Family and community engagement

Queen of Apostles prides itself on being an inclusive school catering for students with a diverse range of needs. The staff work together with families to develop and maintain professional and caring relationships based on a shared goal of ensuring success for every student. Parents who have children with diverse needs who require adjustments to access the curriculum, are included in the consultative process to ensure the student has full participation in all aspects of school life. The student support team, in collaboration with teachers and parents, closely track the learning needs of these students and regular communication is made with parents for the purpose of improving educational outcomes. Family and Community engagement is a priority and includes partnerships and consultation between staff, specialists (e.g. Occupational Therapist, Pediatrician, Psychologists, Speech Therapists) and parents/carers to ensure a team approach when supporting students with needs.

Our school has a strong relationship with the parish and as such, there are multiple opportunities for engagement and connection between the two. This includes partnership in outreach for those going through times of difficulty, those new to the area and those who are in need.

Extra-curricular and cross-school partnerships were limited in 2021 due to COVID-19 restrictions. Unfortunately, the following partnerships needed to be cancelled, including the continued connection with the Queen of Apostles Netball Association, the Cross-School collaborative involving Queen of Apostles Stafford, St Anthony's Kedron and Our Lady of the Angels Wavell Heights (reduction after term 1), representation at the ANZAC Day ceremony (this took with decreased numbers due to COVID tracking procedures), involvement in programs and workshops including Reds Rugby, Roar Soccer, Cricket Australia, Net-Set-Go and Brisbane Broncos.

Family participation and involvement is encouraged in a broad range of school and faith activities. At Queen of Apostles, we invite parents, carers, grandparents and friends to be involved in their child's education. Unfortunately, in 2021 family involvement in school activities was limited due to COVID-19 restrictions. These include classroom activities, library support, pastoral care committees, support-a-reader, tuckshop rostering, sports days and special events such as Celebration of Learning, Music Soiree, Choral Evening and Under 8's Day.

In 2021, the school board and P & F were effective and able to maintain partnerships using social distancing protocols during meetings as well as virtual platforms for communication. The invitation for parents/carers to meet with class teachers in Term 1 for Parent Information Evening and Parent Sharing Meetings and in Term 2 with Student Led Conference. These opportunities were taken up and well attended. Meetings for students with specific needs are reviewed regularly.

## 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.

#### How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

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

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	38	24
Full-time Equivalents	28.4	14.2

\*Teaching staff includes School Leaders

### Qualification of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Graduate diploma etc.**	4
Bachelor degree	28
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

## Professional development

The major professional development initiatives in 2021 were as follows:

- Spelling – Misty Adoniou, consultant, worked with Queen of Apostles, Wavell Heights and Kedron as a professional community in regards to developing and embedding the BCE 'effective and expected' practices.
- PB4L – Melissa Graham, BCE EO, worked with staff to develop and implement our PB4L matrix. Involved alignment check with existing documents and processes in the student behaviour support area.
- RAP – BCE Indigenous team worked with staff to develop our RAP during the PD days in January. A committee was established to drive this initiative forward with support from the BCE team
- Staff Formation – Michael Blanchfield, BCE RE Team, led a twilight for staff centred on recontextualised spirituality.
- Staff worked with Kristen Garrett, BCE EO, to build teacher capacity in the use of ICT to enhance student learning and performance.
- Staff twilight with Kedron and Wavell Heights centred on Scripture teaching led by Beth Nolan, BCE EO.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.1%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 76.7% of staff were retained by the school for the entire 2021.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	94.6%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	97.0%

Average attendance rate per year level			
Prep attendance rate	95.0%	Year 4 attendance rate	93.9%
Year 1 attendance rate	94.8%	Year 5 attendance rate	94.5%
Year 2 attendance rate	94.5%	Year 6 attendance rate	94.7%
Year 3 attendance rate	95.2%		

\*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.

### Description of how non-attendance is managed by the school

As outlined in the Student Attendance Policy and Guidelines, student non-attendance is managed by the school through:

- Non-attendance is recorded by Parent/Carer either via phone, in person, note or email.
- For any unexplained absences, an SMS is sent via the Blink System to alert a Parent/Carer of a student with an unexplained absence. If there is no reply from the Parent/Carer, a second attempt to contact is made. If no reply, then the police are contacted.

For students who have an excess number of non-attendance days, the management occurs through a series of steps:

Step One: The Class Teacher contacts the family and discusses the concerns around non-attendance and the impact this can have on learning and relationships.

Step Two: If there is no improvement in the fortnight following this first contact, a member of the Leadership Team, usually the Principal, contacts the Parent/Carer to outline concerns as first raised by Class Teacher and try to look for solutions around attendance. This is followed by a fortnightly check-in, usually by phone, to ensure an improvement in attendance continues and is sustained.

Step Three: If there is still no improvement in attendance, the Principal, with support from the Senior Leader if required contacts the Parent/Carer to outline next steps including the intervention of outside agencies including Child Services.

At all levels, the child's learning and growth is at the heart of school attendance guidelines and procedures. The aim when working with families around non-attendance, is to identify the reason why non-attendance is occurring and work towards a solution to ensure school attendance improves and is sustained.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

A screenshot of the search bar on the My School website. It features a search input field with the placeholder text "Search by school name or suburb". To the right of the input field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with a thin red border and the text "View School Profile" in a red font.

4. Click on 'NAPLAN' to access the school NAPLAN information.

A screenshot of the navigation menu at the top of a school profile page. It consists of a horizontal bar with several tabs: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "NAPLAN" tab is currently selected and highlighted with a red background.

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](http://www.naplan.edu.au/)) is an annual assessment for students in Years 3, 5, 7 and 9.