

2018 Annual School Report



St Mary's Catholic Primary School, Manly

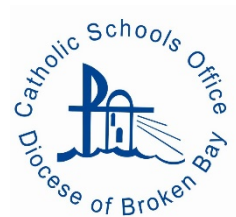
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ABOUT THIS REPORT

St Mary's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

Principal's Message

This 2018 St Mary's Catholic Primary School Annual Report provides the school community with an overview of the key initiatives and events which occurred during the year. It provides the opportunity for the community to reflect on our achievements, as well as providing some insights into 2018 initiatives.

Each year, a community such as St Mary's, re-commits to the vision and mission of the School, as well as its motto, 'Listen and Love'. This report provides the context to why this is so vitally important.

The school was involved in a successful school review process which will inform the next strategic cycle.

It is important to acknowledge the wonderful contributions of many people such as staff, parents and students, particularly those who have added so much through their outstanding enthusiasm and commitment to everything the school stands for, particularly its strong values which guides school life each day. The outstanding support through the two main parent bodies, School Advisory Group (SAG) and Parents & Friends (P&F) Association, has been significant in enabling continued improvement this year and in anticipation of 2019.

Parent Body Message

The Parents & Friends Association have had a successful year and has continued striving to strengthen the partnership between family, school, parish and the wider community for the benefit of our children's overall development and learning.

Many fun events were held throughout the year which have not only raised funds for our wonderful school but have also been great social and community-building events. Funds raised this year will be predominately used for the refurbishment of the school. Thank you very much to all parents who have been involved in the organisation of events throughout the year – we couldn't have done it without you!

The SAG has had a year of transition. A new Chair; wonderful, vibrant new parent members; as well as a number of existing wiser members, have contributed to provide guidance and advice to the principal and the leadership team through the SAG forum. We also say a sad farewell to our members who leave us at the end of 2018, as their children go forth to conquer high school and the world. We thank those members for the contribution to SAG as well as to the school community as a whole. All the best and thank you.

Student Body Message

St Mary's Manly has helped us and many others grow and develop into who we are today. Our seven school values, that we all look up to and follow, play a big role in our well being. They guide us in how we care for each other and the behaviour expectations here at St Mary's. With a close, loving community, St Mary's cares for every student and their family. The School welcomes and appreciates everyone's own special talents, quirks and differences. We're so happy and proud to have gone to a school with these qualities. Even though we are leaving this school, we know that Mary's light and grace from up above and the spirit and memories of our primary school, St Mary's will always be with us wherever we may go.

School Community Captains

SECTION TWO: SCHOOL FEATURES

School Features

St Mary's Catholic Primary School Manly, is a Catholic systemic co-educational school.

The school was opened in 1881, five years after the parish of Manly was created. Once the Christian Brothers College for boys (now known as St Paul's College Manly) and the Stella Maris College Manly for girls were opened in 1927 and 1932, St Mary's continued to operate as a Catholic primary school under the leadership of the Good Samaritan Sisters until 1992. The school currently operates as a systemic primary school in the Diocese of Broken Bay and is one of two Catholic primary schools in the linked Parish of Manly-Freshwater. The school motto of 'Listen and Love' is a powerful reminder of the gospel values that help to inspire and guide the school and parish community. The school caters for boys and girls from Kindergarten to Year 6, with two streams up to Year 4, then single stream in Years 5 and 6.

Parents are very active within the school, which is encouraged and highly valued, both inside and outside the classroom. Students are engaged in an exciting, inspiring curriculum which promotes deep learning. Extra curricular programs enhance this powerful learning and include: speech and drama; band; choir; dance; technology; languages (Japanese, French, Mandarin and Spanish); as well as a comprehensive program within the before and after school care service. Students are able to choose extra-curricular 'clubs' such as technology, homework, electronic music, tennis, basketball, as well as lunch and morning tea clubs.

With a school of this age, maintenance and improvement is an ongoing focus and our Maintenance Co-ordinator plays a vital role. Major refurbishments continued in 2018 and included work completed on the playground, hall, office administration refurbishment, painting and new carpet throughout our north building. Continued support from parents will see further improvements during 2019.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
160	128	31	288

* Language Background Other than English

Enrolment Policy

The School follows the *Enrolment Policy for Diocesan Systemic Schools*. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2018 was 92.96 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93 %	93 %	93 %	93 %	94 %	92 %	92 %

Managing Student 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 NSW Education Act (1990) 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 CSO and the relevant Department of Education 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 CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the [NSW Teacher Accreditation Act 2004](#). Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
Total number of staff	29
Number of full time teaching staff	11
Number of part time teaching staff	13
Number of non-teaching staff	5

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	School Improvement Plan- Assessment
Day 2	Writing in the Literacy Classroom - led by external consultants Sheena Cameron and Louise Dempsey
Day 3	Spirituality

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

In 2018, the religious life of the school developed strategies which built a stronger Parish School Partnership, for example a continued focus on *Laudato Si* the parish Eco-operate group and the school’s Sustainability team. We worked together for the common goal to be a leader in the area of ecological conversion and integral ecology using the St May’s Sustainability Framework with a strong emphasis on learning processes around environmental stewardship, ethical use and biodiversity.

The whole school community continued to participate in Masses and Liturgies throughout the year to celebrate:

- The opening of the school year and commissioning of the Year 6 as leaders
- Ash Wednesday
- Holy Week
- ANZAC Day
- Mothers’ Day
- Grandparents' Day
- The Feast of the Assumption
- Fathers’ Day
- Remembrance Day
- St Mary’s Feast day

- Christmas Carols
- The Year 6 Graduation
- End of Year Thanksgiving - 'Listen and Love' Mass

The school community joins in prayer led by the senior students during whole school assemblies in the morning and at the end of the week at our fortnightly assembly. Our fortnightly value is also shared with the children at assembly by the Year 6 Mission team. Classes attend rostered class Masses each term. A family Mass is on the fourth Sunday of each month in term time.

The Parish Priest visits our classes each term to discuss their unit of work. In Terms 1 and 4, Years 4-6 attend Reconciliation instead of having class visits.

The Mission project day was held in September, where students met with other students of the 12 northern beaches schools to plan a Mission Project. The theme being "Education-A right for all children". Our team returned to school with a commit to action to make a difference to the lives of students in Cambodia by assisting our international outreach '*See Beyond Borders*'. The Stage 3 students learn about this charity in their Mission unit in Term 3 each year. They made a video to be shown at all Masses in the final weekend of October as the last weekend of Catholic Mission month with a request for assistance from the parishioners that weekend. We raised more than \$1000 which will be used by the teachers in Cambodia to purchase much needed equipment, managed by one of our teachers who is visiting Cambodia with another teacher in the summer holidays.

A scripture teaching summit 'Sweeter than Honey' in July offered a number of opportunities to develop an RE Curriculum with a deeper understanding of scripture and will be a focus for us in 2019.

The teachers continued to develop their mission formation through the year with courses provided by the CSO. At each point along this journey teachers were invited to renew and deepen their relationship with God and to be inspired.

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Curriculum, Learning and Teaching continued to be centred on two main areas (i) a sustained consistent approach to assessment and (ii) gathering and analysing purposeful data to inform the teaching process. An example of this is the use of the School's Data tracking tool where teachers are able to review students' progress as it shows results in MAI, PAT-Maths, PAT Reading, AGAT, Reading Levels and previous grades across their school years.

A consistent Kindergarten to Year 6 approach to proofreading, editing and recrafting was established throughout 2018. This assisted in reviewing our approach to writing and spelling across all grades.

Additional focus areas included resourcing for English so that students from Yr 4-6 have more updated reading resources for group reading. More Chromebooks were purchased for Year 4 ensuring that all students had access to this technology. As the new Science and Technology syllabus is to be implemented in 2019, staff participated in PL on the new syllabus document. The school purchased a set of Edison's (robots) to be used to support the teaching of technology K-6. This will continue to be a focus in 2019.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. 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. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	79.55 %	53.20 %	2.27 %	8.60 %
	Writing	70.45 %	41.90 %	4.55 %	10.00 %
	Spelling	61.36 %	46.60 %	6.82 %	12.50 %
	Grammar	59.09 %	53.10 %	2.27 %	11.00 %
	Numeracy	59.09 %	39.20 %	4.55 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	84.38 %	38.60 %	0.00 %	12.60 %
	Writing	37.50 %	13.70 %	0.00 %	23.40 %
	Spelling	50.00 %	34.50 %	3.13 %	13.60 %
	Grammar	71.88 %	35.50 %	0.00 %	14.30 %
	Numeracy	50.00 %	27.60 %	3.13 %	14.00 %

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2013) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018. Note: the policy on the CSO website is the updated policy for implementation in 2018.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. Changes were made to this policy in 2018 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

Complaints Handling Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

Initiatives Promoting Respect and Responsibility

The school values of compassion, honesty, hope, respect, love, service and justice are promoted throughout the life of the School. Our Pastoral Care captains lead the school in following the values and staff promote values in classrooms.

Weekly awards at either the *Positive Behaviours for Learning* (PBL) assembly which celebrates the recipients of bronze, silver or gold awards, presented by the school leaders, or at Friday formal school assembly where teachers present students with merit awards based on application to school values or academic performance. Each week, a student is awarded the Values award for outstanding, ongoing exemplary behaviour and attitude, based on the School's values.

Student leadership is an important part of school life and our senior students are wonderful role models for younger students in the School. Senior students take their leadership positions very seriously and fulfil their roles very effectively.

Our annual *Kidsmatter* Day was a wonderful opportunity to promote the pastoral care and wellbeing of students, staff and parents, with an ongoing focus on respect and responsibility. With the theme, 'This Is Me', the day included a *Life Education* parent and student session, a story telling session based on the theme, a flash mob dance and a parent/child meditation session. The focus enables the school community to promote the social and emotional wellbeing of students through the *Kidsmatter* and PBL frameworks.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan *Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

During 2018, the school underwent a comprehensive review of all school operations with external panel members reviewing areas such as - Work Health and Safety, Attendance, Buildings, Finance, Child Protection, as well as all curriculum areas. The panel commended the school on the success of its school improvement journey since the previous review.

"The panel commends the School community on the very reflective, collaborative and professional way in which they engaged with the school review process. It was evident that there is a strong alignment between the previous school self-review (2015), the School Improvement Plan (SIP) (2016-2018) and the School Self-Evaluation Report (2018). A key driver in this alignment was the use of Domain 2 (Analysis and Discussion of Data) of the National School Improvement Tool. The tool was used effectively to map and evaluate their 3-year learning and improvement journey. Further, this journey has been clearly documented, showing significant achievements and proposing future directions."

Priority Key Improvements for Next Year

The School has established a solid foundation of professional learning and dialogue. This has included reflective practice and systematic improvement focused on the SIP informed by relevant and valid data. It has also included investment in time to build teacher knowledge of the Broken Bay Learning Principles.

Teaching and Learning- That the School strategically and explicitly outline a case for student agency by articulating what this would look like in complementing and enhancing the School's current teaching, learning and assessment cycle.

Mission- That the School develop conditions to deepen teacher understanding of the purpose and content of the RE modules in order to maximise student learning and to bring life to the Scriptures.

Pastoral Care- That the school implements the recommendations from the National Mental Health Education initiative. A focus on revisiting the PBL and *KidsMatter* frameworks, examining respective foundational principles to strengthen shared understanding and application of these frameworks.

SECTION TEN: COMMUNITY SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

During 2018, the school conducted the 'Tell Them From Me' (TTFM) survey. Feedback indicated parents satisfaction was particularly high in areas such as: parents feel welcome, safety at school, inclusive school and the school supports positive behaviour. Typically parents commented that: 'teachers show an interest in my child's learning', 'I am well informed about school activities', 'I feel welcome when I visit the school', 'I can easily speak with the school principal' and 'teachers listen to concerns I have'.

Parent satisfaction survey results continue to indicate that there is a very positive atmosphere based on mutual trust and respect. Feedback via the School Advisory Group also confirms the strong school/parent partnerships which exist.

The School's parent satisfaction remains high with parents indicating their choice of school is based on school values, school size and locality, school reputation, a caring school community, academic results and the quality of teachers and principal. Parents also indicated that the most influence on their decision making was the general atmosphere, positive approach from principal and teachers, family values and the standard of senior students.

Student Satisfaction

During 2018, two surveys were conducted - 'Life at school' and 'TTFM' surveys. The results indicated that the students of St Mary's were able to contribute greatly to the life of our school. They were challenged to model our shared values of compassion, service, justice, hope, respect, and honesty. The peer support and Buddies programs, lead by Years 5/6, focused on the themes of friendship and resilience and this helped to develop stronger interpersonal relationships from Kindergarten to Year 6.

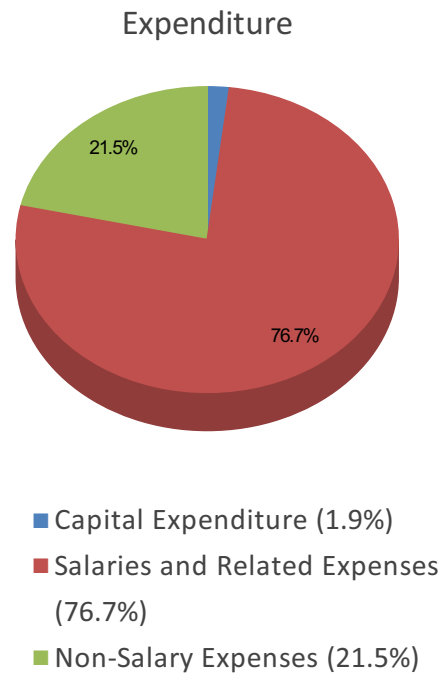
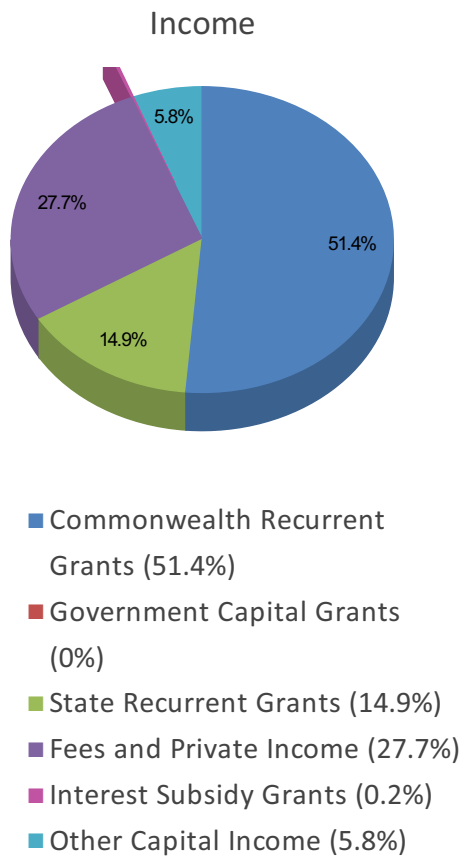
Programs such as '*Bucket-Fillers day*', '*National Day of Action Against Bullying*', meditation, peer support and the teacher-student mentoring program, have all contributed to building a strong school culture based on a positive sense of other. Students in all grades are encouraged to take ownership of their actions under the guidance of senior leaders. Overwhelmingly, responses from students indicated that they have a great sense of pride in the school, stemming mainly from the leadership of the senior student body in their ministries: the *Peer Support Program* and the Student Representative Council (SRC).

Teacher Satisfaction

During 2018, in the TTFM survey and in particular through the school review process, staff indicated through written and verbal responses that there was strong collaboration with the vision and mission of the School by all stakeholders. An emphasis on school improvement goals, targets and strategies was very positively highlighted by staff. In a climate of open, honest communication, staff felt valued in all strategic decision making processes within the school, particularly in the areas of learning and teaching, pastoral care and Catholic life and mission.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,907,340
Government Capital Grants	\$0
State Recurrent Grants	\$553,893
Fees and Private Income	\$1,027,754
Interest Subsidy Grants	\$8,296
Other Capital Income	\$216,417
Total Income	\$3,713,700

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$66,369
Salaries and Related Expenses	\$2,731,732
Non-Salary Expenses	\$765,000
Total Expenditure	\$3,563,101