1. CONTEXT

Principal: John Robertson  
School Number: 0423  
Partnership: Loxton - Waikerie

Swan Reach Area School endeavours to produce graduates with the abilities and confidence to make a difference, work independently and with others, and connect with the world around them. We are a Category of Disadvantage 3 school and ICSEA rating of 954. In 2015 we had a term 1 enrolment of 89 FTE. 10% of students are identified as Students with Disabilities, 6% as ATSI and 2% EALD. 23% of students are School Card Holders (an increase from recent years). There is no significant trend in the attendance rate although it decreased slightly in 2015 due to several chronic absentees. Programs are tailored to individual student's needs and include a broad range of subject choices including university pathways, vocational education and training options. The school with its excellent resources and facilities, together with the co-located Community Library and Kindergarten, form a Community Hub of which we are proud.

2. REPORT FROM GOVERNING COUNCIL

What an amazing year. To say this year has been busy is a major understatement – there has been a lot going on. Firstly, a huge thank you to all staff and parents at SRAS. They have continued to make it a wonderful school to be involved in. Our principal, Kylie Eggers won a position at another site at the end of term 1. Kylie left a strong foundation after her 5.5 years. Fortunately we have many capable staff members who have stepped up and assisted. A big thank you to John Robertson who took over the role and your dedication and leadership is appreciated.

Discussions and items resolved at GC meetings included:
- Operating Budget and Resource Allocations
- Budget requests and considerations
- Operation Flinders camp
- Austdrive Safe Driving Course
- Cyber Safety – SAPOL presentation
- Swimming pool maintenance
- Amalgamation application and Swan Reach Kindy future and inclusion processes
- VET courses
- Response to Abuse and Neglect Training

This is just a summary of areas covered by our GC during the year. Many more topics and issues were covered and conquered. There will be vacancies available next year and school leadership and GC members are actively recruiting to ensure strong parent and community participation. GC wishes to thank Mark Greiger for his 17 years of invaluable service and assistance given in guiding my role as Chairperson.

Marie Weibrecht, Chairperson, SRAS Governing Council

3. 2015 HIGHLIGHTS

2015 was a hectic and challenging but rewarding year. We experienced a number of changes in leadership, staffing configurations and the student cohort. Through it all, SRAS continued to provide excellent learning opportunities and our students have once again shown their ability to succeed in a many academic, sporting and community events. It is always a pleasure to see staff, parents and students collaborating in our children’s educational and social pursuits.

Some notable successes included:
- Swan Reach AS won the Primary and Secondary divisions at CMASSA Swimming and Athletics.
- Our Middle School girls won the Eastern Zone 9-a-side Football Carnival. Our Middle and Senior School mixed netball teams also won their Eastern Zone Carnivals.
- The Pedal Prix Team were honoured for their amazing team spirit by receiving the Chairman’s Award at the Murray Bridge, 24 hour event
- The Doonways 2 Construction course worked on local projects including replacing the interior walls and painting the Art Room.
- The Parents and Friends helped with a number of lunches including our Sports Day and the Undoukai Japanese Sports Day.
- At the beginning of term 3, Mr ‘Harry’ and students from Hineno High School, Japan visited for a fortnight. The visitors had a great time with their host families and buddy students engaging in a range of experiences at school, the surrounding community and in Adelaide.
• We have begun to build the foundations of our ‘WeMatter’ initiative. The Action Team has used their time to plan important steps to build a firm foundation to successfully launch WeMatter with our community in 2016. The team looks forward to planning and inviting the community in for an official WeMatter launch early in 2016.
• Another highly engaging and successful ‘Self-Esteem Course’ for the Year 10-12s
• Fun and educational camps and excursions

Thank you to Ally Mort, for her work across the Primary, Middle & Senior School during 2015. We wish Ally all the very best and great success for her baby venture and future teaching career. We would love to see you with us again at SRAS.

4. SITE IMPROVEMENT PLANNING AND TARGETS
QUALITY TEACHING AND LEARNING
In 2015 SRAS implemented Phase 2 & 3 of the Australian Curriculum. Teachers had access to appropriate resources and training for this implementation. Each staff member was encouraged to actively participate in at least one Professional Learning Community to develop a common understanding of the Australian Curriculum / SACE Standard, moderation, planning, assessing and literacy practices specifically for their teaching area. The Arts and Math PLCs were accessed regularly, however distance and complications for releasing staff, meant that participation with the Riverland West PLC was difficult and often unachievable.

Training provided to staff on Student Free Days targeted TfE, AC and the partnership’s Wellbeing direction needs. Staff attended 2 days of Growth Mind Set training along with a half day of You Can Do It / Habits of the Mind development. SRAS and Truro PS combined on a couple of occasions to further staffs’ training in designing tasks using the TfEL domains and AC achievement standards through the ‘Transforming tasks’ unit with The SACIO, Kirralea Baldock. At staff meetings, teachers would reflect on one common dot point of the TfEL domain to share their pedagogy and learner outcomes.

Quality teaching and learning was acknowledged, valued and fostered at all levels through line management, student and parent feedback, and the through self-reflection and discussion using the National Professional Standards for Teachers rubric.

Future Directions
• Training in providing specific feedback to students that gives them the opportunity to think about how they can improve on their outcomes.
• With the PACIO and SACIO positions closing and the difficulty with releasing staff to the West River PLC trainings, providing training on site, online and with nearby sites will be prioritised.
• R-12 moderation Training to build a common understanding of A-E reporting against the AC Achievement Standards.
• Peer observations to open classrooms and create a culture of openness, where staff will share teaching pedagogy and knowledge of TfEL and AC.
• Stronger focus on implementing strategic transition processes and documentation at key transition points – developing more effective communication and collaboration with the Kindy.
INDIVIDUAL LEARNER OUTCOMES:
SRAS aims to cater to individual needs and interests. In 2015 teachers worked with support staff, parents and students to develop, deliver and report against individual learning goals and plans. We systematically collated and used diagnostic data to evaluate student progress, adjust teaching and planning, and provide prompt feedback to students. Parent contact continued to be promoted, with staff increasingly engaging with parents and caregivers to maximise student learning by informing of student achievement and progress through diary notes, meetings, phone conversations and newsletters.

Results and Future Directions
- SRAS is thankful to our volunteers who have helped the school for over 30 years in some cases. In 2015 SRAS was not able to attract regular volunteers to increase oral literacies and higher order questioning; in part this is due to the increased requirements and screenings of volunteers before they give their time. The several volunteers from 2014 continued to give their time in 2015. Hopefully, with the less stringent rules on DCSI checks, there’ll be a greater number of volunteers in 2016. Several community members have expressed interest in volunteer roles and with the promotion of WeMatter (Building Positive Communities) and reaching parents through the Parents in Education grant, volunteer numbers are likely to increase.
- In 2015, changes were made to the number of teachers directly tutoring the R-2 students. To build stronger relationships and minimise change-over times, the teaching staff in the class was reduced from 5 to 2. This needs to continue in the future as the results – more settled class, better team teaching capacity for planning, assessing and reporting, stronger Literacy and Numeracy program and delivery – provided improved results for all learners. EG 100% achieved running record levels, all Reception students learnt Jolly Phonics sounds, 90% passed ‘I can do Math’ assessment.
- Middle School timetable will be reviewed to accommodate more English and Math as core and essential learning areas. Even though the current schedule is within AC guidelines, to raise outcomes, an extra lesson of English and Math will be timetabled. This change is in line with partnership goals and review recommendations.
- In 2015 students were encouraged to develop higher thinking skills. Several classes and home groups were facilitated with ‘Habits of the Mind’ lessons to challenge their thought processes and how it links to their learning success. Greater direction in explicitly teaching GMS, Habits of the Mind and You Can Do It skills (Persistence, Confidence, Getting Along, Resilience and Organisation), will be provided in 2016 for R-12 students.

4.1 Early Years Literacy and Numeracy Funding
Swan Reach received $4,232 in JP/Early Years Literacy and Numeracy funding in 2015. The funding was allocated to purchasing 15 I-pads, a recharging station, a number of Literacy and Numeracy applications to support teaching and learning. The ICT resource assisted student engagement and is extremely helpful for students to revise learnt concepts. The second Jolly Phonics package was also purchased along with Jolly grammar as a routine program for R-2 Literacy.

4.2 Better Schools Funding
Swan Reach Area School received $7790.97 in Better Schools funding in 2015. The funds were utilised to ensure that individual students were closely monitored and supported through low class sizes across the board to broaden face to face subject choices, increase in-class adult support, and the continued delivery of the MULTILit system. Extra support hours were allocated from the funds to ensure this valuable program and the increasing number of students who need its strategies continued. This will need to be sustained and even increased in 2016.

5. STUDENT ACHIEVEMENT

A-E Grade Achievement, SAST and Waddington’s PAT – M & PAT - R Diagnostics
- A-E Grades were collated for years 6-12, analysis of student achievement and grade distribution indicated that there are very low numbers of failing students, which aligns to externally moderated SACE achievement. For students who received Ds and Es there was an overarching trend where students (6-12) had not completed work or provided suitable evidence of their achievement. Similar to 2014 outcomes, some Middle School students had their lowest achievement in literacy and Numeracy, yet a high proportion had As and Bs in other subjects. From this staff will attend moderation in AC Moderation and reporting, thus ensuring that grades are indicative of the ACARA standards.
- The number of students whose spelling age was under their chronological age decreased slightly in the South Australian Spelling Test (R-10) (31% in 2015, 35% in 2014, 32% in 2013).
- The number of students whose reading levels were at or above their chronological age decreased in the Waddington’s Test (R-9) (64% in 2014, 65% in 2013). Previous years saw the test done by R-6 only.

Intervention & Support Programs
- MULTILit was run again for students who were identified through teacher nomination and diagnostic data to support the claim. Students received two to three, 30 minute face-to-face sessions each week with a School Support Officer. From the seven who were supported through the program in 2015 three moved through levels 1-12, and 3 graduated. New enrollments in 2015 showed
an increasing number of students who need and will benefit from the program in 2016 and beyond.

- Throughout 2015, teachers continued to trial the year 1-10, Lexia Core5, on-line Learning system. The program tracks and monitors students' successes and targets specific areas for teaching individual students. The Middle School staff were concerned that the timetable did not allow enough time for students to engage with the program and an extra lesson needed to be timetabled to ensure the program is embedded in the curriculum. Primary (3-6) use of the program was embedded and the need to purchase Lexia Plus was highlighted as a student had finished all levels. Budgeting for the full implementation of program in 2016 is done and all R-10 students will engage with Lexia in 2016.

- SRAS again attempted to support our ATSI students by sourcing an Aboriginal Community Education Officer to no avail for the fourth year in a row. We will continue to search and use connections to fill this needed resource.

- SRAS continued to provide support to the students’ learning programs through employing SSO Support in the classrooms.

### Running Records

Due to low numbers of students it is difficult to determine overall conclusions in the RR achievement of students. The graphs comparing SRAS to state averages show the ongoing RR results at SRAS. The continuation and full implementation of the Jolly Phonics & Grammar Programs will significantly assist these outcomes in future years. 50% of year 1s reached prescribed levels, down from 63% in 2014. 75% of year 2s reached prescribed levels, which is the same as in 2014.

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<thead>
<tr>
<th></th>
<th>L</th>
<th>M</th>
<th>U</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>25%</td>
<td>25%</td>
<td>50%</td>
</tr>
<tr>
<td>Year 2</td>
<td>13%</td>
<td>25%</td>
<td>62%</td>
</tr>
</tbody>
</table>

### International Competition & Assessment for Schools

Entry into the ICAS Competitions was voluntary for all students in 2015; students who elected to take part earned points for their team towards the Hasse Shield. Other than Participation awards the achievements were ICT-1Distinction. With increased PAT testing and site data collection, students’ involvement and the usefulness of the ICAS competition needs to be reviewed in 2016.

### Progressive Achievement Tests in Mathematics and Reading Comprehension

The PAT – R and PAT – M are annual diagnostic tests mandated by DECD. The benchmark known as Standard Educational Achievement (SEA) is based on a score rather than percentile. The SEA increases with each year level. The low PAT results could be a result of the high reading and comprehension demands of the tests. In line with partnership goals, implementing reading and comprehension strategies to improve student outcomes in Literacy, PAT tests and NAPLAN, will need to be a focus for 2016 and beyond.

- In 2015, 75.5% of year 3-10 students attained PAT Reading SEA benchmark score or higher. Another 15% were 5% or less just below the benchmark score.
- In 2015, 55% of year 3-10 students attained PAT Math SEA benchmark score or higher. Another 25% were 5% or less just under the benchmark score.

### 5.1 NAPLAN

NAPLAN results in 2015 generally improved from 2014 figures. The year 3s recorded improvement to the mean average in all NAPLAN testing areas except writing. Test conditions on the writing day were not optimal for the group and impacted significantly to the decreased average score. The higher growth in Grammar and Reading are a direct result of programmed Literacy blocks across the primary sector, teacher collaboration to group students according to needs and sustained programs and pedagogy. 100% of year 3s achieved the National Minimal Standard (NMS) in all areas except in Spelling (91%).
The year 5 results showed improvement in most areas, particularly Grammar. Grammar programs in the middle and upper primary, explicitly teach these skills and the scores highlight this. Steady progress is due to students’ engagement in authentic and integrated learning activities that apply TEL pedagogies. However, low numbers in this cohort mean that results are not an overall accurate picture of this group’s achievements in Literacy and Numeracy. 100% of all students achieved NMS in all NAPLAN tests, with 50% showing medium growth and 25% demonstrating upper growth from.

The year 7 outcomes appear to be outstanding. However the lack of numbers in this group means valued comments are not as meaningful when comparing with the larger numbers in 2014. 50% showed medium growth while 25% demonstrated upper growth.

The pleasing growth for year 9s from 2014 results, are partly due to the re-structuring of the original 7/8/9 class. For learning reasons, the 9s were placed in with the year 10s. This provided them with extra teacher 1:1 time, through smaller class size and the expertise of our senior English teacher. 100% of students achieved the NMS in Reading and Numeracy. In Writing 73% achieved the NMS indicating a 6% increase from 2014. The embedding of the Lexia program will assist to further improve outcomes in the areas of Spelling, and Grammar.
Future strategies include: wider data collection at site level that target partnership and site learning plan needs, especially in Reading and Comprehension, Oral language and Math Capabilities – Fluency, Reasoning, Problem Solving. Continued provision of support beyond the disabilities funding, Training in Moderation and Literacy across all subjects Units, utilising the partnership’s Leading Numeracy Improvement strategy (target key staff to attend), introduce writing and reading strategies such as the ‘Question Answer Relationship’. Other directions for improvement are further outlined in other sections of this report.

5.2 Senior Secondary (SACE & VET)

STAGE 1: In 2015 SRAS continued to provide an excellent range of subject choices for stage 1 subjects – 30 overall. The number of face-to-face subjects for a student cohort in a site of our size is testing on the timetable and teachers facilitating the learning. However it shows the dedication and commitment of the Senior School staff to accommodate diverse learning interests and needs at a small site. One initiative introduced in 2015, was to schedule stage 1 Research Project in semester 2 for year 11 students. The purpose was to provide them with an accelerated start while there is less academic stress in year 11, and to free up semester 2, in year 12 for concentrated studies into other SACE subjects. Previous year 12s stated the relentless pressure of the RP at stage 2, its incredible amount of work for 10 SACE points and its pressure on time management.

STAGE 2: 17 SACE subjects where studied, 12 on-site and 5 off-site. Tertiary entrance: 9 students gained a TAFE SA Selection Score and 7 with an ATAR score. 9 achieved SACE completion. An enormous thank you is given to previous principal, Kylie Eggers, who continued to facilitate Research Project and assisted all year 12s to successfully complete this mandatory subject.

The drop in the number of As from stage 1 to stage 2 is an area for future diagnosis. Through using SACE data reports and improvement accountability, the school can further address assessment and moderation needs at stage 1 because more tests are generated on site.

Students Who Completed the SACE and Also Studied Vocational Education & Training (VET)

This report below provides information on the number and percentage of students who completed the SACE and also gained credits through the recognition arrangements for VET in the SACE. The continuing high number of students completing SACE with VET subjects clearly reflects the rural setting and needs of our students.
### 6. STUDENT DATA

#### 6.1 Attendance

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td></td>
<td>89.6</td>
<td>93.3</td>
<td>94.5</td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td>95.3</td>
<td>89.5</td>
<td>93.6</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td>94.6</td>
<td>93.6</td>
<td>91.5</td>
</tr>
<tr>
<td>Year 3</td>
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<td>90.8</td>
<td>93.4</td>
<td>93.9</td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td>95.6</td>
<td>92.3</td>
<td>94.4</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td>95.0</td>
<td>93.8</td>
<td>94.8</td>
</tr>
<tr>
<td>Year 6</td>
<td></td>
<td>94.4</td>
<td>93.6</td>
<td>95.1</td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
<td>96.0</td>
<td>94.6</td>
<td>98.5</td>
</tr>
<tr>
<td>Year 8</td>
<td></td>
<td>95.2</td>
<td>95.4</td>
<td>90.9</td>
</tr>
<tr>
<td>Year 9</td>
<td></td>
<td>91.7</td>
<td>94.8</td>
<td>93.4</td>
</tr>
<tr>
<td>Year 10</td>
<td></td>
<td>85.5</td>
<td>91.4</td>
<td>94.7</td>
</tr>
<tr>
<td>Year 11</td>
<td></td>
<td>93.6</td>
<td>93.6</td>
<td>84.1</td>
</tr>
<tr>
<td>Year 12</td>
<td></td>
<td>95.2</td>
<td>93.6</td>
<td>90.5</td>
</tr>
<tr>
<td>Total All Year Levels</td>
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<td>93.0</td>
<td>93.4</td>
<td>92.9</td>
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<tr>
<td>Total ACARA 1 TO 10</td>
<td></td>
<td>92.9</td>
<td>93.4</td>
<td>93.6</td>
</tr>
</tbody>
</table>

Swan Reach Area School continues to have strong attendance records slightly above the state target and just higher than 2014’s. This rate is outstanding when taking into consideration the chronic non-attendance of a couple of students throughout the year. Non-attendance is managed through the school by following up unexplained absences by home group teachers and coordinators. Home visits and referrals to the attendance counsellor for persistent non-attendees were also undertaken in 2015. Staff made the effort to assist families in addressing reasons and barriers for attendance. Attendance counts for points towards the Hasse Shield. Parents and carers are provided with detailed information on the effects of non-attendance throughout the year and individually as needed.

#### 6.2 Destination

2015 retention figures show that our school lost a number of R-6 students. The primary reasons for this were for family or work, with a couple for dissatisfaction with the site. The majority of its students from Year 8 to Year 12 were retained. Of those that left before starting Year 12 at SRAS, a couple went to private schools, tertiary courses or employment.

11 students representing 7 families moved from SRAS in 2015 for various reasons, including: Family needs, Work opportunities, schooling needs and personal reasons. Of the 11 students, 2 moved because of parent dissatisfaction with school policy, processes or disagreement with providing learning needs. It was an unusual pattern and did not reflect previous year’s trends.

### 7. CLIENT OPINION

On the whole, the parents, staff and students were very happy with Swan Reach Area School in 2015; 11 families, all students and 15 staff responded to the MindMatters survey. Other than the statistics mentioned elsewhere in this report staff are overwhelmingly happy with their work output and recognition at SRAS. Parents are generally satisfied with teaching and learning and students feel a strong sense of belonging at the school.
Building positive schooling communities with parents, carers and students is a priority and targeted area for SRAS. This goal along with addressing wellbeing and raising students mental health and resilience, are key strategies for improving parents’ and students’ sense of inclusion, and ultimately the academic success of all students.

Student MindMatters Survey 2015

Parent MindMatters Survey 2015

Staff MindMatters Survey 2015

While the survey shows mostly positive responses regarding school community relationships, belonging and inclusion, it is does not fairly represent the wider parent and carer body due to a small number of respondents. Future targets will be to increase
responses from more families to reflect a more accurate picture. Future surveys will need to include data about the positive impact of addressing mental health and wellbeing on student disposition (partnership survey) and academic achievement.

Psychological Health Survey – staff

The 2015 Psychological Health Survey showed that the majority of staff are satisfied with structures, procedures and processes in place at SRAS. This is a real positive when considering the changes to leadership and the effects throughout the school staffing configurations, roles and responsibilities.

- 94% of staff agree or strongly agree that leadership is supportive – the remaining 6% where undecided
- 94% of staff strongly agreed or agreed that they had clarity on their role
- 94% agreed or strongly agreed that co-worker interactions were positive, 2% disagreed and 4% were unsure
- 100% agreed or strongly agreed that there were participative decision making processes
- The pattern remained the same for all areas addressed by the survey with 94% of staff agreeing or strongly agreeing.
- Of the remaining 2% disagreeing and 4% undecided, these areas for improvement were in Employee Development and Appraisal & Recognition.

8. ACCOUNTABILITY

8.1 Behaviour Management

At SRAS, we are fortunate to have minimal behavior issues. Generally the students are well behaved and respectful. Students can only learn if they are in a safe and productive environment. In 2015 SRAS staff, students and parents collaboratively reviewed and publicised the DECD Protective Practices Code to promote a respectful and safe learning environment.

In 2015, the site appointed a counsellor to assist in being proactive with behavior support and needs. The position came with a teaching load but was useful for a range of students throughout the year. Resources, such as external counselling, were referred for several students and also the Kids Helpline and Parent Helpline were accessed by several families.

The number of internal suspension increased slightly from 2014 however there were nil external suspensions. Student issues are regularly discussed at staff meetings and strategies for improved outcomes applied to individuals or groups as needed. Music was trialed at lunchtimes with an outstanding calming and engaging effect on all students. This will be implemented further in 2016 as a regular lunchtime feature. Music was also provided for key groups and helped lesson yard incidents. Lunchtime Gym activities were also used to provide structured leisure activities for year 3-12 students. This had a significant effect on reducing negative lunchtime behaviours and needs to continue and even broadened in 2016.

All staff undertook the Mandatory Notification update in 2015.

8.2 Criminal History Screening

SRAS is required to comply with the DECD Criminal History Screening requirements provided in November 2014. In summary the responsibilities involve: 2015 – DCSI checks, new GC members and ongoing volunteers.

1. sighting and recording clearance information on EDSAS or HRS system (or maintaining copies of clearances if not connected to these systems),
2. verifying the identity of first time visiting DECD or Women’s and Children’s Health Network employees and noting verification next to their name in the site’s sign in book,
3. establishing shared-use agreements with community groups, and
8.3 HUMAN RESOURCES - Workforce Data

8.3.1 Teacher Qualifications
All teachers at this school are qualified and registered with the SA Teachers Registration Board. Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>17</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>3</td>
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8.3.2 Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
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<td>10.4</td>
</tr>
<tr>
<td>Persons</td>
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<td>11</td>
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9. FINANCIAL STATEMENT

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Grants: State</td>
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</tr>
<tr>
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<td>Parent Contributions</td>
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<td>Other</td>
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