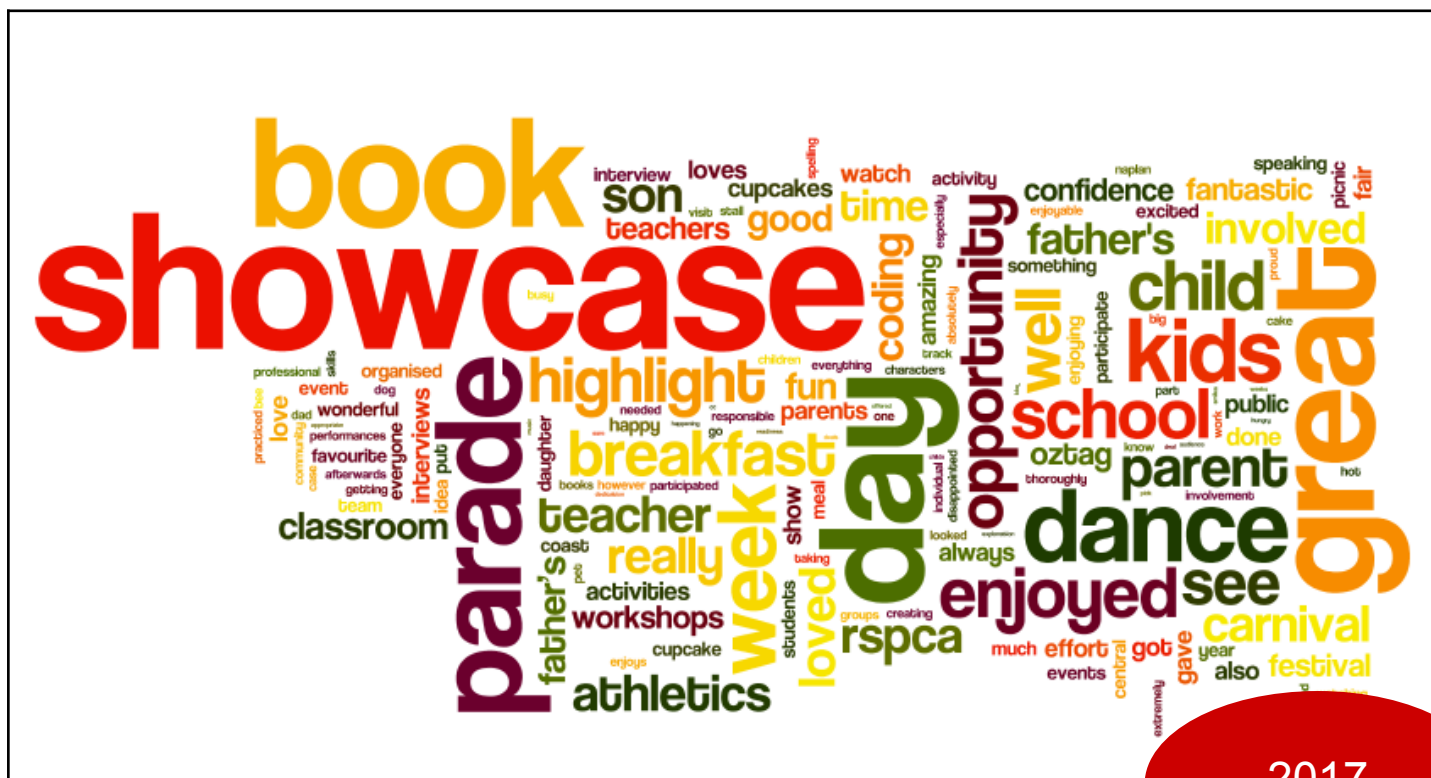


Warnervale Public School Annual Report



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Introduction

The Annual Report for **2017** is provided to the community of **Warnervale Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jill Carter

Principal

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School background

School vision statement

Warnervale Public School fosters a love of learning through excellence in educational practice supported by positive respectful community partnerships.

School context

Warnervale Public School has a strong, inclusive school community with high expectations, shared priorities and clear directions. Our school aims to provide a safe and happy learning environment that is attractive and stimulating, and promotes the skills of literacy and numeracy while expecting students to accept increasing responsibility for their own learning and behaviour. With a school vision of "To Learn To Live", an education at Warnervale Public School (WPS) provides the knowledge, skills, attitudes and values relevant to present and emerging social, cultural and technological needs which are the foundation of lifelong learning in complex and rapidly changing local and global communities.

Located on the Central Coast, WPS is part of the Wadalba Schools Learning Community which provides a cohesive, collaborative schools network for the fast growing Warnervale / Wadalba area. The school celebrated its 50th anniversary in 2008. In the same year, it relocated to its newly completed campus grounds. The school's modern and well-designed facilities enhance the standard of the learning environment for students as well as providing exciting new opportunities for the growing school community.

Our school aims to involve parents and community members in a team effort which is exemplified by our strong, supportive, collaborative P&C and valued consultative partnership with our Aboriginal community and the Ngara AECG. 11% of our students are of Aboriginal Torres Strait Islander backgrounds. Our focus on the L3, Focus on Reading and BumpItUp programs exemplify our whole-school improvement process. Team-teaching classrooms and our BYOD initiative demonstrate our integration of appropriate technology and implementation of creative solutions which potentially improve student learning outcomes. Other initiatives include a boys' BYOD class, an active environmental group and teacher mentorship in an embedded professional learning program.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, Warnervale Public School's continues to have a curriculum and learning culture focus. The school is ensuring that practices for student engagement are embedded, including goal setting and personal responsibility attributes. The school has fostered strong partnerships with the community and this continues to be a key focus as one of the strategic directions. In the domain of Teaching, Effective Classroom Practice, the use of data and data skills, as well as Teacher Learning and Development are focus areas and priorities for the school. All teachers have engaged in the most effective teaching and assessing methods with ongoing Professional Learning throughout the year. Targeted Professional Learning has ensured teachers have a sophisticated understanding and use of student assessment, utilising assessment of and for learning. In the Leading domain, the school's focus was on Educational Leadership and continued improvement in Management Practices and Processes. The school places an emphasis on ensuring high expectations and all stakeholders sharing a vision and having a shared commitment to the school.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Positive productive partnerships

Purpose

To create a school community where positive and respectful partnerships between all stakeholders ensure a strong spirit of belonging, open communication and shared vision.

Overall summary of progress

Respectful and positive partnerships continue to be key aims of this strategic direction. In 2017, welfare dates and tracking of negative behaviours continue to show a downward trend. Equally encouraging is the increase in recognition and receipt of awards directed at positive behaviours. Our specific program, You Can Do It, is utilised by all classes and promoted throughout the school community. The development of a new assembly merit award aligned to our welfare programs also raised the profile of successful behaviour. In addition to that, the classes rostered each week, were required to conduct an item related to the welfare Keys to Success that were taught classes that week.

Staff development sessions were conducted during 2017 on social emotional learning and the 5 key research-based practices on what works best in the area of classroom management.

School events and parent participation in them were hugely successful. Introduction of a very popular new event in 2017, the Mother's Day High Tea was well received as part of ongoing improvement and development of community events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in student numbers attaining positive school and welfare awards and a decrease in recorded negative incidents.	\$1350	Key evidence for our welfare data is to compare entries on our electronic monitoring system. Comparison of baseline data and ongoing numbers over three years is pleasing, representing a continuing reduction in negative incidents for all years (2015: 2246, 2016: 2011, 2017: 1846). Acknowledgement of positive was increased with total positive awards and recognition of 100% of students in some stage in the year by way of merit award, or Go for Gold receipt. Classroom teachers conducted positive parent phone calls that were highly appreciated by the parent body.
Increase parent participation in our school/home partnerships i.e. numbers attending parent/teacher communication sessions, curriculum workshops, school events, P&C meetings and fundraising events.	\$2000	The school continues to monitor parent participation with ongoing positive attendance and increasing attendance at our events and community activities, including information sessions, classroom visits, Aboriginal meet and greet, P&C days, Warnervale Fun Day and recognition ceremonies. Participation in our weekly assemblies continues to be positive with over 30 attendees at all assemblies.

Next Steps

In 2018, the school plans to implement further professional learning in Wellbeing, including a focus on the Wellbeing Framework. The You Can Do It program will be adjusted to include fortnightly focus topics. The continuation of our improved Merit Award system, with staff utilising a Google docs form and recording of this for evidence base.

Physical resources, including signage, is planned for further improvement of welfare expectations in 2018. Further enhancement of school events, information sessions, interviews, Aboriginal meet and greet and High Tea events will occur in 2018.

Strategic Direction 2

High quality teaching and learning

Purpose

To embed Professional Learning practices which promote and enable teachers to provide quality, innovative student-centred learning.

Overall summary of progress

In 2017, the professional learning focus of our school was embedded and promoted, with weekly sessions for staff to be involved in research-based, evidence-based practices. Focus areas for the learning were differentiation, curriculum, pedagogy, data analysis and assessment and reporting. This was supported by each teacher developing a professional learning plan aligned to the professional standards. Professional Learning sessions regularly incorporate a Bump It Up/High Expectations focus to continue the gains in student progress that are being achieved by the school. Teacher reflections in our professional development review has been positive with all teachers feeling empowered to provide improved student centred learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase of students achieving benchmarks and national standards at their year level as well as utilising the literacy and numeracy continuum.	\$56000	<p>Professional Learning sessions were successfully developed and implemented to improve consistency of assessment, teaching and learning. A to E graded assessments were created to differentiate the learning of all students in Numeracy. More than 85% of students in Years 1–6 were recorded to have made growth between initial and final assessments collated by the end of year.</p> <p>Reading Levels collated in 2017 of K–2 students demonstrated 85% of students maintained, achieved or exceeded expected reading age.</p> <p>In Term 1, Years 3 and 5, teachers assessed students and identified gaps in student learning. 'Big Rocks' were identified and explicitly taught in 5 weekly cycles, in whole class and small groups. Assessment results recorded 100% of students made growth in areas of Numeracy and Reading from previous test results. In Term 2, Year 4 teachers completed this process and likewise for Year 2 in Term 3.</p> <p>Student tracking sheets provided the basis for meetings between 2016 teachers and 2017 teachers to ensure growth of students continued smoothly.</p>
100% of teachers developing and maintaining professional practice by engaging in professional learning and completing appropriate documentation.	\$82200	<p>All staff were involved in a combination of Professional Learning through a variety of whole school staff and stage meetings, SDDs and specific group and BIU sessions. Areas covered included a variety of curriculum, assessment, and planning. Year 3 and 5 teachers attended Professional Learning sessions to analyse student assessment data and prepare daily Quick 5 questions for numeracy.</p> <p>All Year K – 6 teachers attended a series of sessions focused on Grammar and Punctuation,</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers developing and maintaining professional practice by engaging in professional learning and completing appropriate documentation.		<p>including professional readings, CTJ, backward mapping and practical activities. 100% staff were supported with curriculum focused and research based Professional Learning sessions to develop their practice.</p> <p>All staff attending Professional Learning sessions are supported with accreditation standards that meet the criteria of the professional learning and have this recorded as evidence to support their completion of the accreditation process.</p> <p>A Beginning Teacher group had meetings with Principal and professional learning sessions focusing on their needs and in engaging with colleagues to develop their knowledge of pedagogy, teaching and assessment and reporting.</p>

Next Steps

During 2018, the school will provide further development of teacher professional learning with planned sessions for staff on a weekly basis throughout the year. The leadership team to look at providing an improved space for collaborative practice and professional learning sessions.

Continuation of the Bump It Up program in the school with an expansion of focus to Years 1 to 6. This will include additional professional learning for teachers on these year groups as well as an additional support staff member.

Beginning teacher groups will be formalised in 2018, with planned sequence of meetings, observations, mentoring and feedback. Beginning teachers will be grouped according to experience and identified needs.

Strategic Direction 3

Positive learning culture for all

Purpose

To nurture students who are engaged, self-reflective and able to set increasingly challenging learning goals.

Overall summary of progress

Self monitoring and goal setting continued to be promoted in all classrooms from the beginning of the year. Goals were also shared with parents and feedback provided through parent teacher interviews, parents workshops and information sessions.

Learning logs were implemented in classes to identify and monitor student progress, growth and engagement. These also supported student goal setting and helped to evidence achievement.

Teachers and students report that self monitoring, setting of goals and reflecting on their own learning has developed a learning culture where they are more involved in the process of improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students achieve growth in school-based and national testing programs in English and Mathematics at the completion of each academic year	\$133370	<p>Further analysis of student achievement in Reading Texts and Comprehension (focus due to BIU and premiers priority of Reading). This shows that over 74% of students have moved at least one cluster.</p> <p>Bump It Up analysis of school based and national testing measures shows growth in targeted students in both Reading and Mathematics.</p> <p>Analysis of NAPLAN SMART Numeracy and Reading data show that our students are tracking positively to achieve the Premier's reading and numeracy targets and to achieve over 36% of students in top two bands by 2019 in these areas.</p>
Increase of student, parent and staff involvement in feedback on individualised student goalsetting and achieving their personal learning goals	\$10730	Individual goal setting practices have been further developed and the practice has become an embedded process with students regularly taking part in goal setting and reflection exercises. All teachers support individual students with goal setting and achieving goals. Parental involvement in the goal setting procedure with input sought prior and during the Term 1 Parent Teacher Interviews. Tracking and monitoring of goals have occurred in each stage with regular whole school focus on this practice.

Next Steps

As part of future planning for a new phase of the school plan in 2018–2020 the school will adopt a new purpose for Strategic Direction 3. This will focus on our students becoming confident, adaptive and responsive learners. The school will do this by investigating, developing and implementing a challenging learning environment in order to encourage our students to increase their autonomy and personal responsibility for their own learning.

For success, the school will need to implement strategies to inform/educate our parent body about this strategic direction. Enhancing the culture of learning in our community will be a focus.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	SD1, SD2, SD3: \$26840 KFI: \$35610	Aboriginal students were supported by ongoing school commitment, including the employment of a full-time Aboriginal SLSO. Indigenous programs, including cultural group, Ngara choir, NAISDA involvement and a cultural excursion experience in Term 4. Individual classroom support was included in learning programs for targeted Aboriginal students and PDPs included cultural goals to support student's feeling of identity.
Low level adjustment for disability	KFI: \$93926	Documented plans are in place for all identified students in each class, including Education Plans and/or a Learning Adjustment plan for students that fall under the National Consistent Collection of Data. Targeted SLSO support was provided to many students within the low level adjustment.
Socio-economic background	SD1, SD2, SD3: \$253210 KFI: \$40800	Data analysis, student tracking, teacher self-assessment and review of performance measures informs school directions and show continued improvement from baseline data. Teacher professional learning has shown increased teacher collaboration and teacher confidence in qualitative measures.
Support for beginning teachers	SD1, SD2, SD3: \$5600 KFI: \$9000	Teacher PDPs reflect growth in professional development of beginning teachers. The mentoring and support of beginning teachers has allowed professional growth and has been enhanced by support and ongoing targeted professional learning.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	244	237	251	255
Girls	199	210	228	241

Student enrolment continues to increase due to population growth within our local area. Expectations for this to continue are high given the increased housing development in the area.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.1	94.2	95.3	95
1	94.1	95.1	94.7	93.7
2	94.6	94.5	93.7	94.3
3	94.1	94.5	95	94.4
4	94.4	94	92.2	94.9
5	92.9	93.1	92.2	93
6	93.3	92.7	93.2	94.6
All Years	94.2	94	93.8	94.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance is monitored on an ongoing basis, with checks twice per term. Individual teachers monitor student absence and make follow up communications if absences of more than two consecutive days occur.

Parent letters are issued for students that are considered attendance concerns. Students with exemplary attendance are recognised at the end of year with 100% attendance awards.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	17.99
Teacher of Reading Recovery	0.63
Learning & Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.96
Other Positions	0

*Full Time Equivalent

The school employs an Aboriginal Learning Support Officer on a full-time basis. This is aimed to support aboriginal programs and student learning as well as enhance cultural learning opportunities. Aboriginal staff make up 3% of the school staff.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	11

Professional learning and teacher accreditation

12 teachers have completed their proficient teacher accreditation and are in their maintenance periods. Three early career teachers remain provisionally accredited and are working towards their proficient accreditation. One teacher completed their maintenance period in 2017 and will start a new phase of maintenance. 15 teachers, previously known as pre-2004 teachers, will be transitioned to Proficient teacher accreditation level to begin in 2018.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	559,765
Revenue	4,187,360
Appropriation	3,906,608
Sale of Goods and Services	94,551
Grants and Contributions	179,980
Gain and Loss	0
Other Revenue	0
Investment Income	6,220
Expenses	-3,964,953
Recurrent Expenses	-3,964,953
Employee Related	-3,621,550
Operating Expenses	-343,402
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	222,407
Balance Carried Forward	782,172

The financial summary consists of school income, broken down by funding source and is derived from the school annual financial statement. A substantial amount has been retained for the purpose of a building fund. Plans for a multi purpose building to facilitate a variety of school initiatives and community use is still yet to be formally approved.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	3,146,024
Base Per Capita	73,204
Base Location	0
Other Base	3,072,820
Equity Total	465,219
Equity Aboriginal	51,348
Equity Socio economic	257,042
Equity Language	5,317
Equity Disability	151,512
Targeted Total	143,880
Other Total	103,351
Grand Total	3,858,474

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

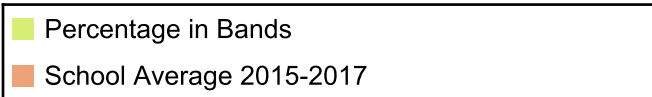
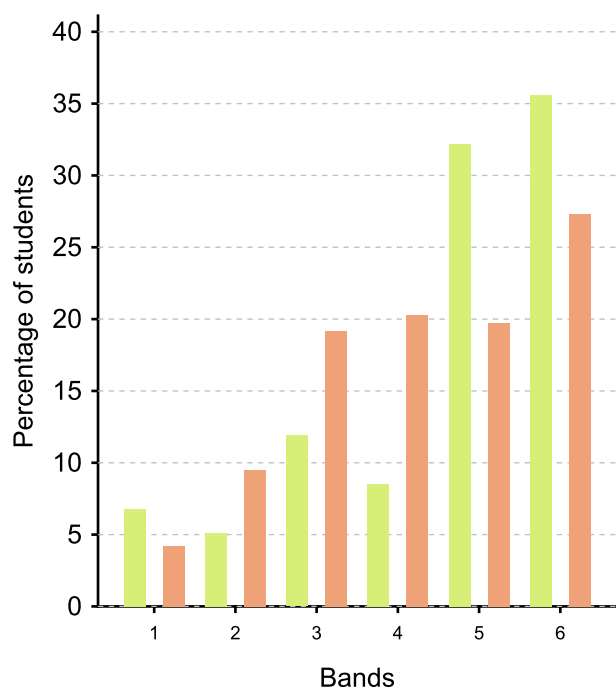
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

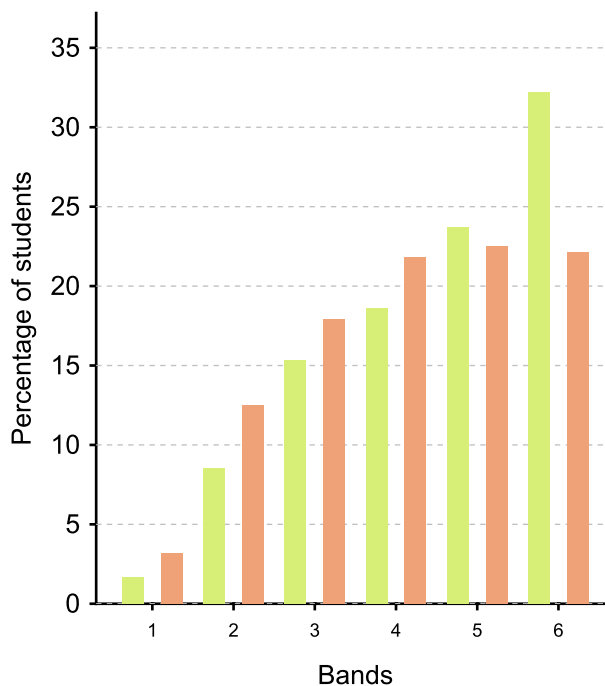
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

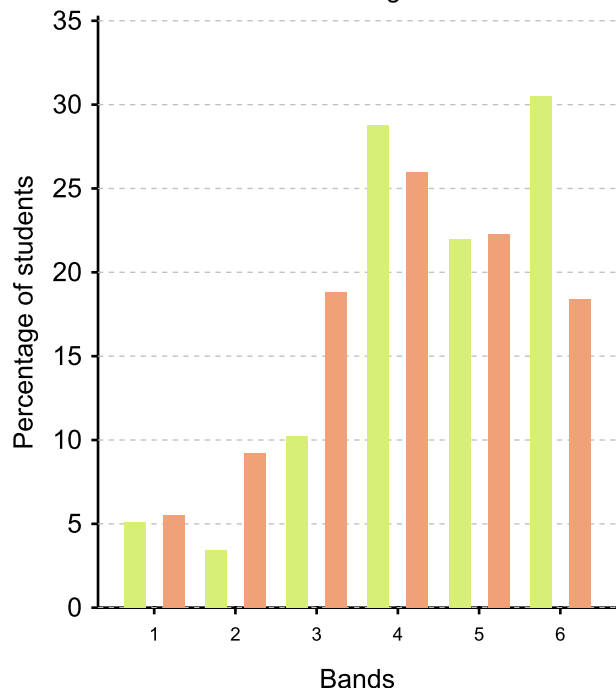
Percentage in bands:
Year 3 Grammar & Punctuation



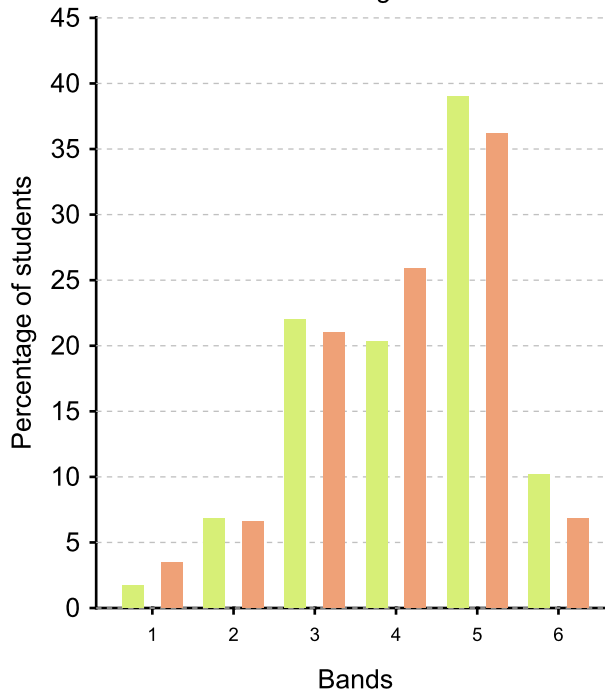
Percentage in bands:
Year 3 Spelling



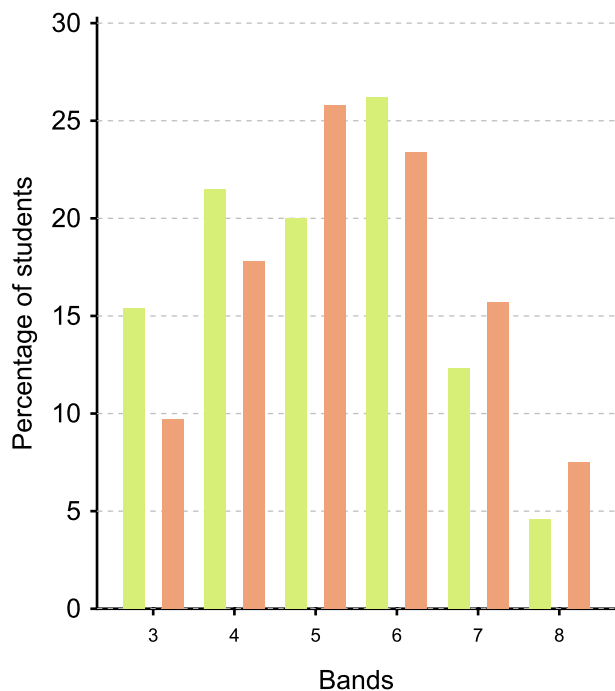
Percentage in bands:
Year 3 Reading



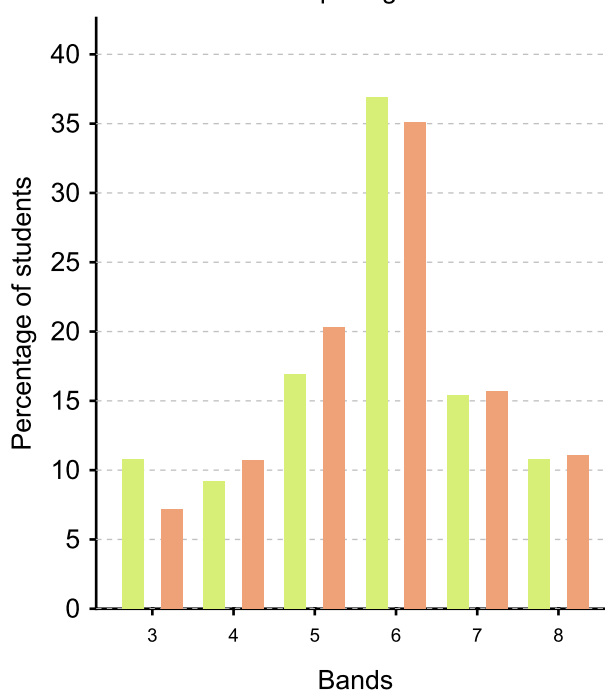
Percentage in bands:
Year 3 Writing



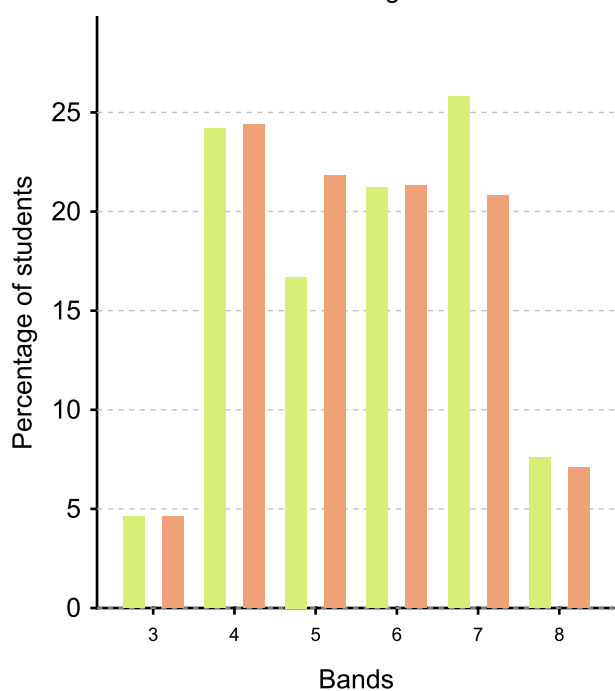
Percentage in bands:
Year 5 Grammar & Punctuation



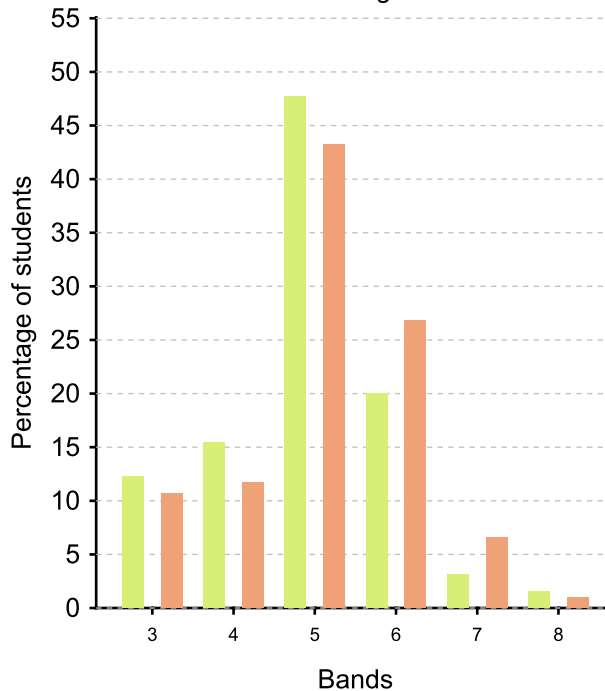
Percentage in bands:
Year 5 Spelling



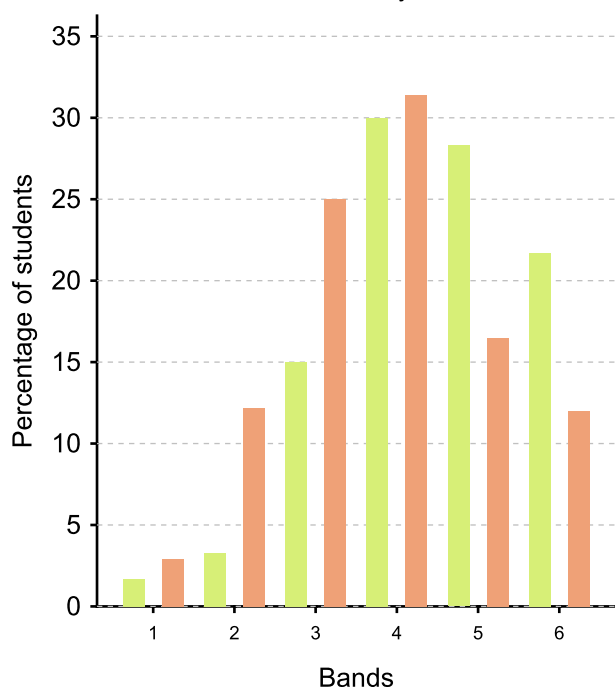
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



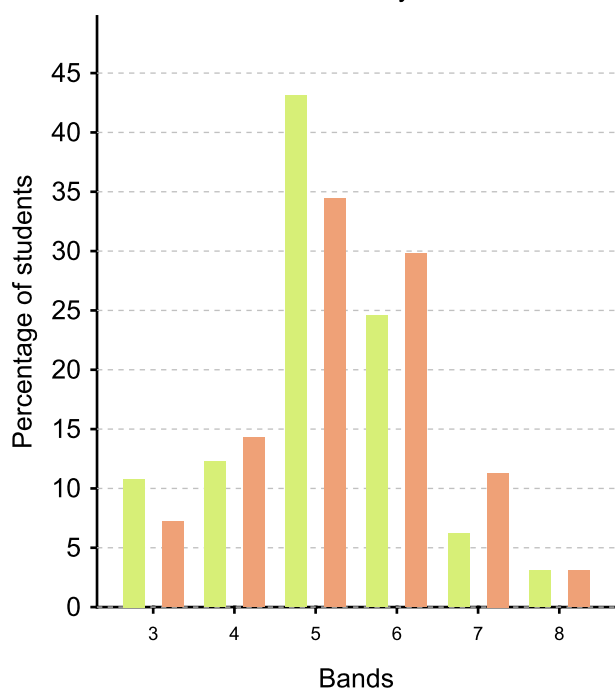
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	1.7	3.3	15.0	30.0	28.3	21.7
School avg 2015-2017	2.9	12.2	25.0	31.4	16.5	12.0

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	10.8	12.3	43.1	24.6	6.2	3.1
School avg 2015-2017	7.2	14.3	34.4	29.8	11.3	3.1

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Warnervale students, parents and staff were delighted with the successes of our 2017 Bump It Up initiative. NAPLAN results for Year 3 in Numeracy and Reading showed improvement. The number of students in the top 2 bands in Reading rose from 30% to 52%. Percentage of Year 3 students in Band 6 alone rose from 10.8% in 2016 to 30.5% in 2017. Year 5 growth was not reflected by students reaching the top bands, however, 66.7% of students recorded greater than or equal to expected growth in Reading and 72.4% of students recorded greater than or equal to expected growth in Numeracy in 2017. This growth is greater than in previous years. When comparing averaged scaled school growth, Year 5 recorded 99% growth in Numeracy in 2017 as compared with 72.6% in 2016. In Reading the average scaled school growth in 2017 was 99.1% compared with a 79.2% growth in 2016.

Parent/caregiver, student, teacher satisfaction

In 2017 the school sought the opinions of parents, students and teachers about the school. Areas targeted were student and parent engagement with the school culture and activities, a challenging and happy learning environment and a caring and supportive school environment.

Parents were asked for feedback at various times throughout the year, including at the end of each term and following significant school events. In all, we received over 300 parent survey responses in 2017. This greater engagement with school life is of note and illustrates an increased partnership between home and school. The school, in accordance with its strategic directions created a number of opportunities for parents to interact with their child, both in the classroom as well as more social activities. An increased number of open classrooms, parent information sessions e.g. BumpItUp and activities with parent invitations have been a very constructive initiative and this was reflected in positive survey responses.

In the end of year survey, parents were particularly positive about their child's enjoyment level. 89% of respondents agreed or strongly agreed with the statement 'My child enjoys participating in school events e.g. Book Week, Dance Showcase, etc'. Parents overwhelmingly believed their children were happy at school, with over 84% strongly agreeing or agreeing. The vast majority of parents felt their children were being challenged at school but the 6 parents disagreeing provided an alert for future planning.

Some parent comments about the highlights of the year:

"Watching my children achieve new milestones and be awarded for their achievements. Having the opportunity to attend a variety of different events throughout the term."

"My child loved having his dad at the father's day breakfast and proud to show off all his work in and around the classroom. Parent teacher interviews are always great to know and find out if my child is on the right track. My son enjoyed taking the RSPCA cupcakes in and was super excited about the book week parade. Loved the idea of the picnic after the book parade."

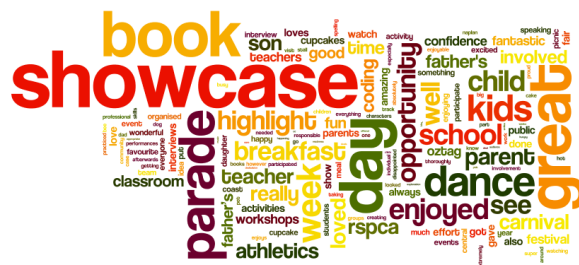
Particularly pleasing for the school staff was the strong positive response to the statement 'The teachers at this school care about students and value their learning'. Only 2 parents disagreed with this statement and from the student survey, only 1 student disagreed. We surveyed a cross section of K–6 students at the end of the year. Over 70% strongly agreed their teachers cared about them and their learning. In general students were happy at school and challenged in their learning. The majority of students enjoyed participating in school events, with 55% strongly agreeing.

In the TTFM survey, which we completed with students

in April, 2017, we saw similar statistical results to previous years, with a marginal improvement in Year 6 data. For instance, Year 6 students were more positive about their learning climate and their expectations for success. In 2017, the school has been working very hard with explicit strategies to address bullying. Pleasingly, even though our school mean is higher than the NSW Government norm, the numbers of students saying they were bullied is lower in all years, particularly Year 4, which for the first time, is lower than state data.

In the teacher survey at the end of Term 4, 2017, the focus was on the curriculum areas of Spelling and Mathematics and our Professional Learning program. 100% of staff were happy about Spelling groups and all except one, were satisfied that Spelling Mastery was meeting student learning needs. Only 1 teacher felt the Oxford Mathematics program was not meeting syllabus requirements and 100% were satisfied with the program and related resources. The survey responses did highlight mixed feelings and implementation of the Wushka Reading scheme and indicate the fairly considerable financial commitment was not reflected in learning gains.

Professional Learning was positively viewed by all staff with teachers saying it was helpful to their teaching practice and met their career development needs. Preferences for Professional Learning focus in 2018 was mixed with no clear direction for whole school. This indicates PL in 2018 will reflect a personal needs basis, structured in small groups and with connection to school targets.



Policy requirements

Aboriginal education

The school has many programs and initiatives to both enhance outcomes for Aboriginal students and provide cultural opportunities. The school is proud to promote and encourage aboriginal culture. A list of some of these programs and initiatives below:

- 5 day per week Aboriginal Support Officer who works directly with students.
- PLP development is done in consultation with both parents and our ASO, as well as teaching staff.
- Targeted students are supported in classes to improve literacy and numeracy outcomes via small group and individual instruction
- The school has a Koori choir, that has been invited to perform at various functions, including the Ngara Assembly of Excellence.

The school has a focus on NAIDOC week activities, including a performance for all students. A video of Aboriginal students was created and focused on what culture means to them. This was presented during NAIDOC week to whole school community. Our senior girls also sang the national anthem in language, with one performing a solo being a member of the senior Aboriginal students.

- The school supported a group of students to attend NAISDA dance workshops.
- Students represented our school at the Aboriginal and Torres Strait Islander children's day at Wyong Racecourse.
- Representatives from our school always attend local AECG meetings
- A cultural excursion to La Parouse was held for aboriginal students and a friend of choice to participate in a variety of cultural experiences.

Multicultural and anti-racism education

Warnervale Public School promotes multicultural and anti-racist education throughout the year.

At Warnervale Public School we have two anti-racism officers who deal with instances of racism. During 2017 an additional staff member trained as one of our ARCOs. She has become one of the contacts for racism-related incidents. Currently we have a 3-6 representative and a K-2 teacher representative.

Harmony Day was celebrated in March again in 2017. This is a well received annual event. It includes a whole school and community assembly followed by classroom activities. The school choir again performed for the community and parents were invited to join the celebration. P & C provided orange food items as part of the event.

Teaching and learning programs include cultural perspectives and aim to celebrate the diversity of our school community.

Our foyer display of A3 photos of our school life celebrates the multicultural diversity of our student body through promotion of events and displays that are updated at least every two weeks.