BASS COAST COLLEGE

REPORTING AND ASSESSMENT

A Guide for Families

2023

Table of Contents

ASSESSMENT AND REPORTING CONTEXT

In 2021 Bass Coast College introduced continuous assessment and reporting. The purpose of this was to provide students and their families with timely results and feedback, to encourage student learning and development throughout a semester and to engage parents in their child's learning journey.

Continuous Assessment is based on the premise that for students to make progress, and for teachers to monitor their own effectiveness, feedback to students needs to be immediate. The concept of providing the students feedback (either in dot point or prose) at the end of a semester is not timely for the semester-based subject or for the teacher to initiate strategies that will make a difference. The process of feedback about student learning is not finite, but a continuum that begins when the student arrives in Year 7.

Assessment is an important part of the educational process. It is how teachers and learners can refine instructional practices to better meet the learning needs of students. A variety of assessment practices are used throughout a unit of work for teachers to gauge student learning and adjust the teaching process as needed. Summative assessments are those that take place after a sequence of Learning has occurred.

At BCC we call these summative assessment tasks CATs (Years 7 – 10) and SACs/SATs (Year11 and 12). At BCC, SAC and SAT terminology is used to familiarise students with the language and processes for scored VCE at Year 12. The purpose of these tasks is to assess student learning against specific benchmarks, against the VCAA curriculum, and provide accurate information for students, families and teachers. The CATs also provide a common task to allow for moderation, discussion and comparison.

COMMON ASSESSMENT TASKS

WHAT IS A CAT?

At BCC student progress is informed by each students' completion of Common Assessment Tasks. A Common Assessment Task (CAT) or at Year 11 and 12 School Assessed Coursework (SAC) / School Assessed Task (SAT) is a piece of work that is undertaken by all students studying that subject at that year level. This is a summative task to assess student understanding following a sequence of learning.

Year 7 – 10 classes will have a minimum of 3 CATs that will report to families per Semester, reported via Compass Learning Tasks.

Families will be able to view the task on Compass, read the task details, how it will be assessed and the due date. Families will subsequently be able to see the level of achievement and teacher feedback for this work after it has been submitted and assessed by the teacher. CATs are significant assessment pieces and, as such, provide essential information for parents and students on their progress.

ASSESSMENT CRITERIA

Students can effectively demonstrate what they know, understand and can do if they are provided with an assessment criterion for an assessment task. Effective assessment criteria:

- are known to the learners
- are clear and explicit
- focus on the important criteria and substance of the task (not every tiny detail)
- allow learners to achieve at a high level
- provide for a range of quality in the work

ASSESSMENT TASK

Effective assessment tasks are designed to enable students to demonstrate knowledge and skills at a range of levels. Tasks should include lower order processes like comprehension, and higher order processes like analysis and evaluation.
When teachers explain the connections between learning intentions, learning activities and assessment tasks, then the students can use success criteria to monitor and progress their learning.

Assessment tasks should:

- reflect the learning program and objectives.
- align to the curriculum achievement standards.
- be integrated into a learning sequence.

CAT GRADING COMPONENTS

For each CAT a student completes they will receive a 'grade' which is a judgement against the Victorian Curriculum Standards based on the marking key (e.g. rubric) communicated at the start of the CAT. This could be given as;

Grading Component On Compass				Description
Performance	Grade	%	7-10 Achievement Standard	
Excellent	A+	90-100	Higher end of expected achievement standard	The student has demonstrated a detailed and sophisticated understanding of the concepts and skills, and has expressed their knowledge with complexity, creativity and confidence.
	A	80-89		
Very Good	B+	75-79	At expected achievement standard	The student has demonstrated a comprehensive understanding of the concepts and skills, and has used their knowledge to critically evaluate material, and express their knowledge in an insightful way.
	B	70-74		
Good	C+	65-69		The student has demonstrated a strong understanding of concepts and skills and has consistently and effectively applied this knowledge to new learning.
	C	60-64		
Moderate	D+	55-59		The student has demonstrated a sound understanding of concepts and skills and has applied this knowledge to new learning.
	D	50-54		
Low	E+	45-49	Lower end of expected achievement standard	The student has displayed a basic understanding of concepts and skills and has demonstrated that understanding in a reasonable way.
	E	40-44		
Very Low	UG	0-39	Working towards expected achievement standard	The student has shown a limited understanding of concepts and skills and has communicated their knowledge, but at a very low level.
Not Submitted	NA	NA	Not submitted or assessed	The student has been unable to submit the task for assessment for an approved reason or the task was not formally assessed.
Student Absent, Submitted Late, Not covered	All used at teacher discretion			Submitted late should not be used here unless by submitting late you are not assessing. This needs to be made clear in the initial task. If a topic is not covered by all students (e.g. Could happen with COVID disruptions)

7-10 Achievement Standard grading component for CATs will appear on Compass as the "primary grading component."

7-10 Achievement Standard grading component also includes "Working above and well above the expected standard. This is for students working above the expected standard by 6+ months.

It is important to note that judgement is only referring to how a student has performed on one specific task, which will assess only a small part of a Victorian Curriculum Strand. The grade for a CAT reflects a student's achievement on a specific task which occurred at a specific point in time.

When determining each student's level of achievement against Victorian Curriculum Standards at the end of a semester, teachers will consider performance in CATs as well as a variety of sources of data such as standardised tests, other assessment tasks, classwork, and homework.
All CATs (except for tests) will be assessed through use of a rubric. These can be accessed through the learning tasks section of Compass and will show the students' exact level of achievement in relation to a variety of specific criteria. Students will be exposed to the rubric before completion of a CAT and should use this to assist with their proof reading to ensure they have addressed each criterion to the best of their ability.

SCHOOL ASSESSED COURSEWORK (SACs) & SCHOOL ASSESSED TASKS (SATs)

WHAT ARE SACs & SATS? – GRADED ASSESSMENT

During VCE, School Assessed Coursework (SACs) / School Assessed Tasks (SATs) are a piece of work that is undertaken by all students studying that subject at that year level. This is a summative task to assess student understanding following a sequence of learning. Performance in these assessments is used to indicate a student's overall level of achievement in the unit. These are reported on throughout the semester continuously to provide students with immediate feedback on performance and areas for improvement. SACs are conducted in most studies and are conducted under specific set conditions. SATs are often partially completed at home with all student work subject to official authentication procedures. SATs are usually conducted in VCE units that include larger production work as an assessment component (e.g. Product Design Technology, Studio art).

YEAR 11 - UNITS 1 AND 2 GRADED ASSESSMENT

- Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision.
- Assessment of levels of achievement for these units are not reported to the VCAA.
- Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.
- Use of the "SAC / SAT" terminology enables familiarity in preparation for Unit 3 & 4 subjects.
- SACs / SATs should be reported as a score indicating each students' exact level of achievement for a specific task.
- Feedback for each task will be provided that enables student understanding of their achievement and how they could improve.
- Feedback can also include other transparent measures (e.g. rubric) that reflects a student's achievement in relation to the relevant assessment criteria.

YEAR 12 - UNITS 3 AND 4 GRADED ASSESSMENT

- The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4.
- The nature and weighting of designated assessment tasks are provided in the details for each unit in VCE Study Designs. These will be communicated explicitly with students as an introduction to the Unit requirements.
- SACs / SATs should be reported as a score indicating each students' exact level of achievement for a specific task.
- Any scores are preliminary and may change during VCAA statistical moderation. The statistical moderation process is applied to ensure a school's assessment scales are comparable throughout the state. It involves adjusting each school's coursework scores for that study to match the level and spread of external examination results (including the GAT where applicable).
- Feedback for each task will be provided that enables student understanding of their achievement and how they could improve.
- Feedback can also include other transparent measures (e.g. rubric) that reflects a student's achievement in relation to the relevant assessment criteria.
- The student's final level of achievement in Units 3 and 4 will be determined by School-Assessed Coursework SACs / SATs as specified in the VCE Study Designs, and external assessment.
- The VCAA will report the student's level of achievement on each assessment component as a grade from A+ to E or UG (ungraded).

VCE SATISFACTORY COMPLETION (SEMESTER REPORTING)

- The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit.
- Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.
- Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.
- The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement.
- Schools will report a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory)

WRITTEN FEEDBACK ON CATs/SACs/SATs ON COMPASS

As well as providing feedback in the form of a grading component, teachers will also provide written feedback for each student on each CAT / SAC / SAT. This feedback will contain areas of achievement and areas of improvement with specific suggestions that the student can use for future improvements.
- Comments made are directed to the students.
- Comments are focused on both achievements and improvements.
- Comments are specific for the task.
- Comments provide next steps for students to improve their learning.
- KLA specific comment databases can be used.

PLRs – STUDENT PERSONAL LEARNING REPORTS

As a component of continuous reporting, Personal Leaning Reports (PLRs) are designed for students, and their parents/carers, to review progress. This report focuses on Learning Behaviours for students (e.g. classroom effort, attitudes to learning) and does not provide an academic assessment or feedback on task completion. A graphic that represents student PLR learning behaviour information is included on Semester reports. PLRs are the predominant source for determining effort awards at the Presentation Ceremonies at the end of the year.

REPORTING AREAS

Teachers describe students' level of development in three categories of Learning Behaviour. Each category contains a range of behaviours that are considered when determining a student's level of development. These behaviours are listed in the Area of Assessment marking key that is available on our school web page and can be supplied as a hard copy on request.

The current reporting areas were developed in response to feedback received as part of a review process in 2019. The "Areas of Assessment" (including a description) and "Performance Descriptors" are provided below;

BEHAVIOUR	PERFORMANCE DESCRIPTOR
• Respects peers, staff and the school	WELL DEVELOPED
• Displays positive, welcoming and inclusive behavior, respecting individual differences	DEVELOPED
	DEVELOPING
• Understands and demonstrates core values (Respectful, Safe, Responsible)	NEEDS ATTENTION
	*NOT ASSESSED

EFFORT	PERFORMANCE DESCRIPTOR
• Arrives to class on time	WELL DEVELOPED
• Comes to class prepared with equipment	DEVELOPED
• Focuses on learning tasks throughout class	DEVELOPING
• Consistently completes and punctually submits set tasks	NEEDS ATTENTION
• Seeks and accepts feedback as an opportunity to improve	*NOT ASSESSED

ATTITUDE TO LEARNING	PERFORMANCE DESCRIPTOR
• Displays **persistence**– keeps trying when work is challenging	WELL DEVELOPED
• Demonstrates **resilience** – bounces back from setbacks, viewing them as an opportunity to learn	DEVELOPED
• **Asks questions** to improve understanding	DEVELOPING
• **Engages** in the learning	NEEDS ATTENTION
• Effectively **collaborates** with peers	*NOT ASSESSED

*Not Assessed – student has not had sufficient attendance in class for an accurate assessment of their learning behaviours to be made.

PLR REPORTING CYCLES

PLRs are scheduled on FOUR occasions (TWO per semester). These have been as evenly spread as possible. This is to provide regular formative feedback to students and parents. The planned dates for PLR cycles are listed below;

Cycle	Term / Week
1	Term 1 - Week 8
2	Term 2 – Week 4
3	Term 3 – Week 6
4	Term 4 – Week 3

*These dates are subject to minor alterations in line with any alteration of DET term structures.

SEMESTER REPORTING

In addition to continuous reporting, Semester Reporting is provided for students and their parents / carers.

Schools are required to formally report student achievement and progress to parents / carers at least twice per school year for each student enrolled at the school. The report must be:
- a written report (print or digital)
- in an accessible form, and
- easy for parents / carers to understand.

Schools must report directly against the Victorian Curriculum F-10 achievement standards.
Both student achievement and progress must be included in the report.

A five-point scale is used when reporting on student achievement and progress:
- this requirement cannot be met by using the existing levels of the curriculum
- for English, Mathematics and Science, at least an age-related five-point scale is required
- for all other curriculum areas, including English as an Additional Language (EAL), an age-related scale is not required however another kind of five-point scale must be used

Opportunities must be provided for parents / carers and students to discuss the school report with teachers and / or school leaders. These are provided through parent / teacher conferences either face to face or via a digital communication platform (e.g. Teams, Webex) depending on the current health advice outlined in the DET Schools Operations Guide.

There may be specific instances where a school decides in partnership with an individual student and their parents / carers that an alternative to a full report for that student is appropriate.

A summative Compass based report format has been developed to compliment continuous reporting while satisfying DET requirements.
In summary, semester reports include 4 main parts;
- Class Attendance Percentage (Imported from Compass)
- Victorian Curriculum Level of Achievement (The "dots" on the sliding "level" scale – teachers choose level)
- Demonstrated level of knowledge and skills (chosen from Victorian Curriculum - teachers will choose a rating for each from drop down menu)
- Final Overall Grade (A-E, UG, N – represents student achievement in all CATs / SACs / SATs during a semester)
- Personal Learning Behaviours (Imported from Compass PLRs)

YEARS 7-10 ACHIEVEMENT LEVELS

Year 7-10 reports include a student's level of achievement against the Victorian Curriculum learning continuum. The expected level of achievement often correlates with a student's year level from 0-11 however student achievement may vary when they are working above or below expected standard. (a legend is provided on each individual report page). For the purpose of this report, all work completed by the students during the semester may be included in this teacher judgement.

DNP (Did Not Participate) is used when students are not being assessed in a curriculum area for the entire reporting period. A DNP would be used when there is not a suitable amount of evidence of a student's level of achievement due to special circumstances.

DNP special circumstances include;
DNP-LP: Low participation – often absent and/or had a low level of participation.
DNP-EX: Exemption – exempt from assessment in this curriculum area.
DNP-AB: Absent – extended absence without reasonable excuse, including extended holidays.
DNP-LE: Late enrolment – the student was enrolled in the school towards or at the end of the reporting period.
DNP-SI: Serious illness – the student was seriously ill during the reporting period.

VCE / VCAL / VET ASSESSMENT

Outcomes for VCE and VCAL will be assessed as Satisfactory or Not Satisfactory (S/N).
A Not Assessed (NA) grade will be used only if assessment timelines have been adjusted by the VCAA.

An overall "Level of Achievement" grade (A+ to UG) is provided in Yr11 VCE reports to assist students, parents and teachers to gauge student progress into the Yr12 program. The grade is generated from the relative contribution of student results for SACs / SATs.

VET Units of Completion will be assessed according to level of completion.

Parents are directed to student Learning Tasks (CATs / SACs / SATs) on Compass for more detailed feedback. Results and comments should be available and accessible to students and parents for CATs / SACs / SATs.

HONOURS AND EFFORT AWARDS

Honours and Effort awards are nominated by teachers utilizing the criteria below;

AWARD	CRITERIA
HONOURS	• Student achieved a Final Grade of A or A+ • Student currently working beyond expected achievement standard (or above)
EFFORT	• Arrives to class on time • Comes to class prepared with equipment • Focuses on learning tasks throughout class • Consistently completes and punctually submits set tasks • Seeks and accepts feedback as an opportunity to improve

The award of Honours and Effort certificates will be determined by accumulation over the academic year. Awards are distributed at respective year level presentation ceremonies at the conclusion of the academic year.

APPENDIX

ACCESSING SEMESTER REPORTS & PERSONAL LEARNING REPORTS (PLRs)

Profile (Attendance, Schedule, Reports)

After logging into Compass, click on "Profile."

Send email to Luke's teachers

Add Attendance Note (Approved Absence/Late)

View Academic Reports

Book Parent Student Teacher Conference

| Dashboard | Schedule | Learning Tasks | Attendance | Reports | Analy... |

Reports

Reporting Cycle

2021 - Semester Two

2021 - Semester One

2020 - Semester Two

Click on "Reports" tab.

Choose most recent Reporting Cycle to view Semester Reports.

Cycle: WSC PLR C1 2022

WSC PLR C1 2022

The FIRST ... WSC PLR Cycle 3 2021
classroom e...

WSC PLR C2 2021

WSC PLR C1 2021

WSC RLR (Remote Learning Report) S2 2020

Design & T... WSC PLR (Personal Learning Report) C4 2019
Neil AUSTI...

English Uni... WSC PLR (Personal Learning Report) C3 2019
Harley SPIE...

WSC PLR (Personal Learning Report) C2 2019

Mathemati... WSC PLR (Personal Learning Report) C1 2019
Alan MCMA...

WSC PLR (Personal Learning Report) C4 2018

Physics Un... WSC PLR (Personal Learning Report) C3 2018
Peter EPIFA...

WSC PLR (Personal Learning Report) C2 2018

Specialist ... WSC PLR (Personal Learning Report) C1 2018
Peter EPIFA...

WSC PLR (Personal Learning Report) C4 2017

WSC PLR (Personal Learning Report) C3 2017

WSC PLR (Personal Learning Report) C2 2017

Choose most recent PLR Cycle to view Personal Learning Reports.

SEMESTER REPORT SAMPLES

YEARS 7-10

10 English

Olivia BRAMLEY 10F

Teacher: Mr Anthony DAL MASETTO

Bass Coast College - 2022 - Semester One

The English program aims to improve student language skills in reading, writing, speaking and listening. Language skills are taught in context and often overlap. Individual needs and abilities will be taken into account but we seek to develop enjoyment, a sense of quality and the ability to express ideas imaginatively, independently, critically and clearly.

Class Attendance			
Accounted for Attendance (%)	100	Class Attendance (%)	88

Victorian Curriculum

	Level 7	Level 8	Level 9	Level 10	Beyond Level 10
English					
Reading and Viewing				⑥---●	
Speaking and Listening				●	
Writing				⑥---●	

Legend

Ⓧ Previous result, x months ago

● Your child's achievement this semester

•— Your child's progress

▨ The expected level of achievement

Semester Result	
Semester Result	A

Continuous Reporting

Further feedback and student level of achievement in specific assessment tasks is reported through the Learning Tasks on Compass.

This information can be accessed through parent profiles; Profile - Schedule - click on individual class timetable - Learning Tasks - Feedback.

Demonstrated Level of Knowledge and Skills

Writing - Literature	N/A	Not Submitted	Emerging	Working Towards the Standard	At the Standard	Above Standard	Well Above Standard
Creating Literature						✓	
Reading and Viewing - Language							
Expressing and Developing Ideas					✓		
Speaking and Listening - Literacy							
Interacting with Others				✓			
Reading and Viewing - Literacy							
Interpreting, Analysing, Evaluating						✓	

English Unit 1/2

Bella SCHMIDT 11B

Teacher: Mr Anthony FINCHER
Bass Coast College - 2022 - Semester One

VCE English aims to develop further the skills of reading, writing, speaking, listening and critical thinking. It focuses on active learning situations in which students take increasing responsibility for their language development.

Class Attendance				
Accounted for Attendance (%)	100	Class Attendance (%)	100

Semester Result	Overall Result	A+

Victorian Certificate of Education (VCE) Outcomes	
Reading and creating	S
Analysing and presenting arguments	S

Continuous Reporting
Further feedback and student level of achievement in specific assessment tasks is reported through the Learning Tasks on Compass.
This information can be accessed through parent profiles; Profile - Schedule - click on individual class timetable - Learning Tasks - Feedback.

Outdoor & Enviro Studies Unit 3/4

Ella SADLER 12D

Teachers: Mr Philip HUGHES, Mr Travis OSMOND
Wonthaggi Secondary College - 2021 - Semester One

This unit considers the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. It examines the impact of those relationships on the outdoor environment. Students should experience one or more outdoor environments that have characteristics of natural environments and evidence of human intervention. The experiences provide the basis for comparison and opportunities to develop knowledge and skills in the classroom.

Class Attendance				
Accounted for Attendance (%)	98	Class Attendance (%)	89

Semester Result	Overall Result	S

Victorian Certificate of Education (VCE) Outcomes	
Historical relationships with outdoor environments	S
Contemporary relationships with outdoor environments since 1990	S

Comment
Further feedback and student level of achievement in specific assessment tasks is reported through the Learning Tasks on Compass.
This information can be accessed through parent profiles; Profile – Schedule – Click on individual class on timetable – Learning Tasks – Feedback.

VCAL

MCAL Mathematics

Savana BALKS 12I

Teacher: Mr James DALMAU
Wonthaggi Secondary College - 2021 - Semester One

Students have studied Unit 2 General Maths for the Numeracy strand of the Senior VCAL certificate. This unit has been designed for students preparing for an apprenticeship, work in the service industry, administration or a clerical job. It consolidates and extends previous years' work with applications to trades and mathematics for living. Topics covered this semester have included Consumer Arithmetic and Trigonometry

Class Attendance			
Accounted for Attendance (%)	95	Class Attendance (%)	90

Senior VCAL Numeracy Outcomes	
Demonstrate ability to define and explain terms and concepts; apply that knowledge to solve routine application problems	S
Demonstrate correct application of mathematical processes in practical or non-routine contexts and analyse the results	S
Demonstrate the ability to use appropriate technology to produce results for selected problem solving or modelling tasks	S

Comment
Further feedback and student level of achievement in specific assessment tasks is reported through the Learning Tasks on Compass. This information can be accessed through parent profiles; Profile – Schedule – Click on individual class on timetable – Learning Tasks – Feedback.

VET

10 VET Sport & Rec (Advance) Unit 1/2

Ruby BROSNAN 10D

Teacher: Mr Travis OSMOND
**Wonthaggi Secondary College - 2021 - Semester One**

Certificate III in Sport and Recreation (Advance) provides students with the skills and knowledge to be competent in performing core skills in outdoor recreation environments and assisting with the conduct of a range of outdoor activities. Work in the Sport and Recreation industry would be undertaken in field locations such as camps or in indoor recreation centres or facilities, in differing environments such as water based, dry land and mountainous terrains, using a diverse range of equipment.

Class Attendance			
Accounted for Attendance (%)	100	Class Attendance (%)	84

| VET Competencies	
BSBWOR301 - Organise personal work priorities and development	**Not Yet Competent**
HLTAID003 - Provide first aid	**Competent**
HLTWHS001 - Participate in workplace health and safety	**Yet To Do**
ICTWEB201 - Use social media tools for collaboration and engagement	**Not Yet Competent**
SISXCAI003 - Conduct non-instructional sport, fitness or recreation sessions	**Competent**
SISXCCS001 - Provide quality service	**Competent**
SISXEMR001 - Respond to emergency situations	**Not Yet Competent**
SISXIND006 - Conduct sport, fitness or recreation events	**Yet To Do**
SISOSRF001 - Surf small waves using basic manoeuvres	**Not Yet Competent**
SISSSOF0002 - Continuously improve officiating skills and knowledge	**In Progress**

APPENDIX

ACCESSING FEEDBACK ON ASSESSMENT TASKS
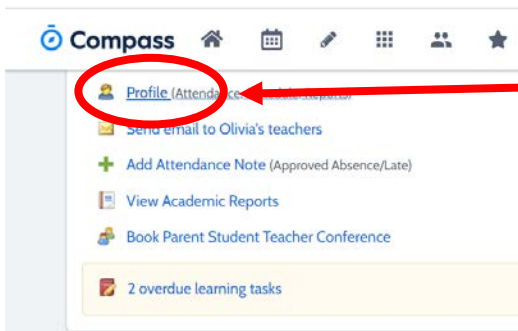
After logging into Compass, click on "Profile."
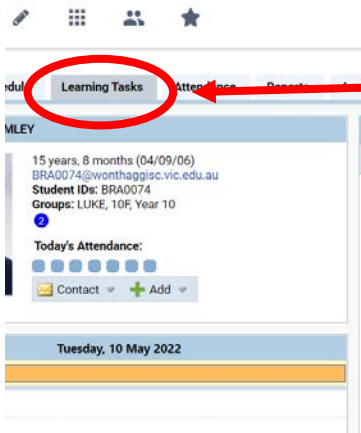
Click on "Learning Tasks."
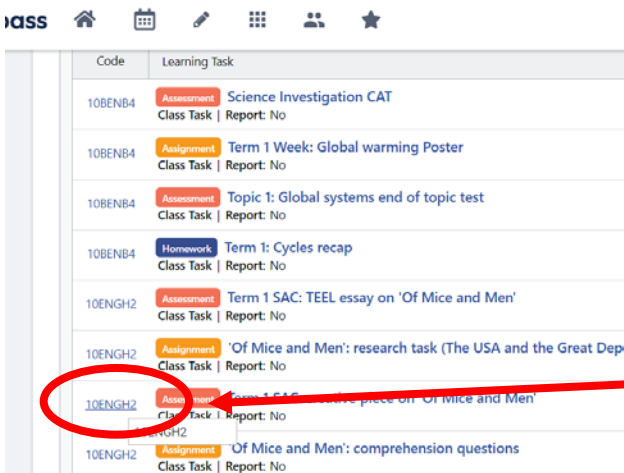
Click on the code of the subject that you would like to access.

Compass

| Dashboard | Schedule | Learning Tasks | Sessions | Resources |

Categories ▾ Assessment ⊗ Assignment ⊗ General ⊕ Homework ⊗ Practice Task ⊕

Learning Task

Assessment Term 1 SAC: creative piece on 'Of Mice and Men'
Class Task | Report: No

Assignment 'Of Mice and Men': comprehension questions
Class Task | Report: No

Assessment Term 2 SAC: Oral presentation analysing an advert
Class Task | Report: No

Assignment 'Of Mice and Men': research task (The USA and the Great Depression)
Class Task | Report: No

Assessment Term 1 SAC: TEEL essay on 'Of Mice and Men'
Class Task | Report: No

A list of assessment tasks will appear for that subject.

Click on the task you would like to view.

Learning Task - Term 1 SAC: creative piece on 'Of Mice and Men'

| Task Details | Feedback |

Grades

Any assessment results provided below are raw scores and may change during school or state based statistical process is used to ensure that schools' assessments are comparable throughout the state. It involves adjusting spread of the combined examination and GAT scores for the students in that school doing that study. For more

Performance	Very Good
Things you did well	Your prose demonstrates deep understa... You written explanation was clear, ju... here is clear evidence of proof-rea...
Areas to improve	Try to add more of the author's langu... etc). Some of her thoughts could have be... y to add more quotes and/or lang... phr...es you use seem out of charact...

Click on the "Feedback" tab.

A grade for the task is provided (see "Grading Components")

Written feedback is provided for CATs / SACs / SATs.

15