

report on performance

Preparing young people for learning and for life



Highlights

Key highlights for this objective in 2002–2003:

- › as part of the Education and Training Reforms for the Future (ETRF), the department:
 - commenced the first phase of the Preparing for School trial at 30 state, six Catholic and three Independent schools across Queensland
 - undertook consultation on the Middle Phase of Learning (Years 4 to 9)
 - commenced trials of reforms to the Senior Phase of Learning in seven areas across Queensland
 - developed annual ICT plans in all state schools to integrate ICTs into the curriculum
- › improved performance of Years 3, 5 and 7 state school students in numeracy and Year 3 state school students in literacy
- › completed Curriculum Plans in all state schools
- › continued trials of the New Basics Framework in 59 schools across Queensland
- › increased the proportion of Year 12 state school students who were OP-eligible or had a VET qualification from 81.5 per cent in 1999 to nearly 87 per cent in 2002
- › increased the apparent Year 12 retention rate in state schools from 71.9 per cent in 1999 to 76.5 per cent in 2002
- › outperformed other states in the number of students commencing school-based apprenticeships and traineeships with more than 57 per cent of the total new commencements across Australia in 2002.

Objective

To prepare young people to be active participants in community life and to enjoy both economic and social success.

Department of Education Strategic Plan 2002–2006

Fundamental reforms to teaching and learning are under way to develop a curriculum that will prepare young people for learning and for life. There is a renewed focus on:

- › improving student achievement in the key learning areas
- › vocational education and training
- › integration and skill development in information and communication technologies (ICTs)
- › improving student pathways and transitions.

Improving student achievement

Strategy

Improving student achievement in key learning areas, literacy, numeracy and vocational education and training

During 2002–2003, the department strengthened its review and performance frameworks to establish standards for student achievement and accountability, disseminate performance information and develop effective improvement strategies for schools.

Literacy and numeracy performance

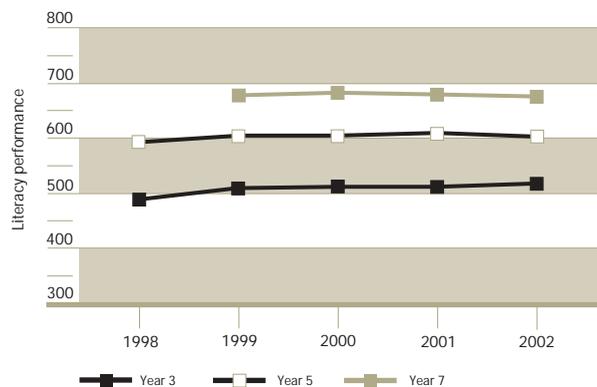
In August 2002, all state school students in Years 3, 5 and 7 participated in literacy and numeracy testing conducted by the Queensland Studies Authority www.qsa.edu.au. Results demonstrated improvement in Year 3 literacy and numeracy, and Year 5 and Year 7 numeracy. Of the 18 possible curriculum area comparisons for literacy and numeracy achievement, eight indicated improvement between 2001 and 2002, while nine indicated similar performance levels and one showed a decline in performance over that period — see Figures 3 and 4.

National benchmark performance of students in Years 3 and 5

National literacy and numeracy benchmarks have been established for all Year 3 and Year 5 students. The benchmarks represent essential elements of literacy and numeracy at a minimum acceptable standard for these Year levels. In 2002, approximately 92.6 per cent of Queensland's Year 3 students and 83 per cent of Year 5 students achieved the national benchmark for reading. For numeracy, approximately 91.8 per cent of Queensland's Year 3 students and 88.7 per cent of Year 5 students achieved the national benchmark. See Figures 5 and 6.

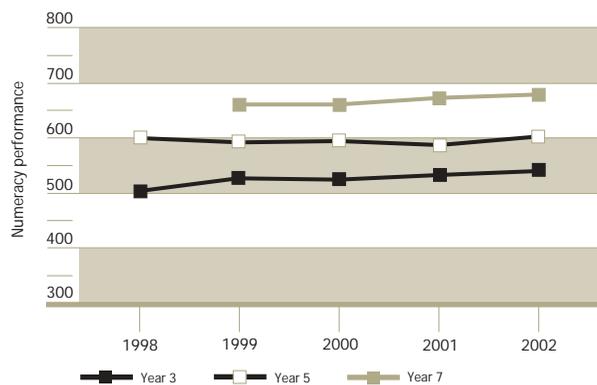
The latest Australian data indicates that in 2001 Queensland's benchmark performance was similar to that for Australia for Year 3 reading and numeracy and was slightly lower than that for Australia for Year 5 reading and numeracy. National literacy and numeracy benchmarks for Year 7 students are currently being developed.

Figure 3
Literacy performance in state schools 1998–2002



Note: Student test results are reported on literacy and numeracy scales with scores typically ranging from about 200, representing weaker performance, through to approximately 1200, representing stronger performance.

Figure 4
Numeracy performance in state schools 1998–2002



Note: Student test results are reported on literacy and numeracy scales with scores typically ranging from about 200, representing weaker performance, through to approximately 1200, representing stronger performance.

Figure 5
Performance of students achieving the national benchmark in reading 1999–2002

Year 3		Year 5	
Year	All Queensland students	Year	All Queensland students
1999	85.8% (±4.0%)	1999	80.0% (±3.0%)
2000	92.6% (±3.5%)	2000	78.5% (±3.6%)
2001	89.0% (±2.5%)	2001	83.0% (±1.6%)
2002	92.6% (±1.7%)	2002	83.0% (±1.9%)

Source: Queensland Studies Authority, and National Report on Schooling in Australia, Ministerial Council on Education, Employment, Training and Youth Affairs.

Figure 6
Performance of students achieving the national benchmark in numeracy 2000–2002

Year 3		Year 5	
Year	All Queensland students	Year	All Queensland students
2000	91.4% (±3.2%)	2000	86.2% (±2.2%)
2001	93.4% (±1.3%)	2001	81.8% (±1.9%)
2002	91.8% (±1.5%)	2002	88.7% (±1.9%)

Source: Queensland Studies Authority, and National Report on Schooling in Australia, Ministerial Council on Education, Employment, Training and Youth Affairs.

Initiatives to improve achievement in literacy and numeracy

Literate Futures

In 2002–2003, the department provided \$151 million to improve student literacy in state schools. Literate Futures [www](#) initiatives were implemented through:

- › intervention strategies based on results of the Year 2 Diagnostic Net [www](#) and the Year 5 test — this includes learning support teachers, teacher aides and school initiated support
- › training for school curriculum leaders in whole-school literacy planning and assisting schools through 21 Learning and Development Centres (Literacy) [www](#)
- › developing an innovative set of resources for the teaching of reading
- › developing whole-school literacy strategies in each state school to improve student literacy and numeracy.

Year 2 Diagnostic Net

Results of the Year 2 Diagnostic Net indicate that the majority of students demonstrated appropriate levels of literacy and numeracy for their age. In 2002, no additional support was required for 72.6 per cent of students in reading, 82.8 per cent in writing and 77.5 per cent in numeracy. The Year 2 Diagnostic Net is effective in identifying students' learning outcomes so that timely support can be provided as required.

Reading Recovery

In 2002–2003, the department's Reading Recovery results continued to improve. Support was provided for 5514 students who experienced difficulties in learning to read and write after their first year of schooling. Of those who completed the program, 88.1 per cent were returned to their classroom with average or above-average reading and writing skills [www](#). This was achieved within an average time of 17 weeks and four days. These results are comparable to world's best standards for this program.

Strategic numeracy research

In 2003, the department continued a Commonwealth-funded, strategic numeracy research initiative. Researchers from Queensland universities are investigating the effects of learning environments and different strategies on students' numeracy performance. The project is to be completed by the end of 2003 and the results will be used to design more effective numeracy programs.

Strengthening student achievement in Years 4 to 9

With the release of *Queensland the Smart State — Education and Training Reforms for the Future: A White Paper*, middle schooling was identified as a priority reform area. Informed by public consultation and advice from the Ministerial Advisory Committee for Educational Renewal (MACER) the department is improving the middle years to ensure students continue to learn and achieve during Years 4 to 9.

In particular, strategies for timely and targeted intervention will be developed to improve literacy and numeracy skills.

Vocational education and training (VET)

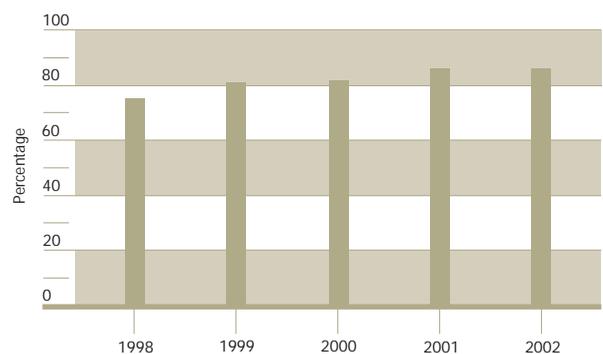
Student achievement in vocational education and training continued to improve during 2002–2003. Data indicates that the number of Year 12 state school students eligible for an OP or who had a VET qualification at the end of 2002 rose to nearly 87 per cent — see Figure 7.

Supporting student achievement by extending staff capability

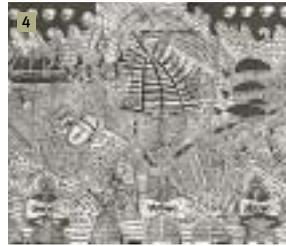
Staff capability in supporting and improving student literacy has been enhanced. The online learning course Paraprofessionals Supporting Literacy was made available to all school communities through the Learning Place website. The course consists of self-paced modules on practices that support students in primary and secondary schools. The program is suitable for teacher aides, parents or community members working with children on developing literacy skills.

The Learning Place provides a range of online professional learning and development communities that support teachers in the classroom. [www](#)

Figure 7
Percentage of secondary state school students who were OP eligible or had a VET qualification 1998–2002



Source: Queensland Studies Authority.



Excellence in art

The 2002 Minister's Awards for Excellence in Art highlighted the selected artwork of 46 senior students. The students came together for a five-day workshop program in October 2002 and were presented with certificates by the Minister for Education. A video of the workshops was produced by the Queensland Art Gallery and was distributed to schools on request. The works were exhibited at the Queensland Art Gallery in February 2003. This exhibition then formed the 2003 touring exhibition, which began in Cairns in June 2003 and will continue to 10 regional centres and finish in September 2004.

Outlook 2003–2004

The department will:

- › work with districts and state schools to plan and report against systemic priorities outlined in *Destination 2010*
- › provide funding to schools to support students identified with difficulties in literacy and numeracy through the Year 2 Diagnostic Net and the Year 5 Test
- › plan and implement a program for developing school curriculum leadership in literacy to support the effective implementation of whole-school literacy plans in all state schools
- › develop and implement an action plan to improve pedagogy, participation and engagement in the Middle Phase of Learning.

Among the 45 student works selected for the Minister's Awards for Excellence in Art in 2002 were:

1. *Endangered* by Renee Jackson, Mount Isa State High School
2. *Series animate and inanimate* by Zoe Bullock, Moreton Bay College, Brisbane
3. *Inescapable conscience* by Adelaide Cohalan, The Cathedral School of St Anne and St James, Townsville
4. *Lagow piki* by Fiona Elisala, St Ursula's College, Yeppoon
5. *Negativism* by Michelle Thompson, Western Cape College, Weipa.

A whole-school commitment to literacy

Teachers and parents at Mount Gravatt East State School share a whole-school commitment to improving student literacy. During National Literacy and Numeracy Week 2002 the school won an Award for Excellence and a \$10 000 grant in recognition of its efforts.

Teachers at the school have undergone intensive professional development so they can find new ways to meet the challenge of lifting student literacy levels. A literacy coordinator has been appointed to keep students and staff on track and the school has structured its Reading Recovery program to enable every child to feel a sense of success.

Students have demonstrated outstanding outcomes including improvements for Year 5 and Year 7 Writing and Spelling and Year 5 Reading and Viewing in 2002. There has also been an increase from 2001 to 2002 in the level of student satisfaction with the learning climate.

New foundations

Strategy

Developing and trialling new approaches to schooling before Year 1

In 2003, the department commenced a trial of a pre-Year 1, full-time preparatory year of schooling. Quality early childhood education can help children make a smooth transition through the early years of schooling and lays the foundation for learning.

This first phase of the Preparing for School trial [www](#) involved more than 800 students in 30 state, six Catholic and three Independent schools across Queensland. The schools represent a diverse range of trial models, age cohorts and communities.

Schools participating in the trial are using the draft Early Years Curriculum Guidelines. The Queensland Studies Authority developed these Guidelines and is working collaboratively with the department's Early Childhood Education Unit to refine the draft Early Years Learning and Development Framework. Ongoing professional development and support for teachers, teacher aides and administrators was also provided to all trial schools.

The Minister for Education commissioned an Early Education Reference Group to provide strategic advice on early education issues. The Reference Group consists of key stakeholders from early childhood education, the childcare industry and the broader community. In addition, the Joint Community Kindergarten Consultative Committee and the Child Care Consultative Committee provide forums for consultation on the effects of the reforms on a range of early education and care services.

An external evaluation of the trial will help the department make decisions on:

- › the most appropriate age for children to start full-time schooling in Queensland
- › the most effective curriculum and pedagogy for the preparatory year
- › appropriate resourcing, both human and physical, to implement a preparatory year.

Early feedback from trial schools indicated an improvement in children's disposition to learning and their ability to acquire and apply a range of early literacy and numeracy understandings. The trial will be completed at the end of the 2005 school year.

Outlook 2003–2004

The department will:

- › commence the second phase of the Preparing for School trial in 2004 at an additional 20 state, four Catholic and one Independent school sites
- › monitor and analyse data to inform strategic planning around the implementation of a preparatory year of schooling.

Preparing for School trial at Inala

Two permanent part-time teachers take the preparatory class at Inala State School. They share a common philosophy and commitment to early childhood education. Twenty-two students were selected for the preparatory year class, which caters for the youngest students eligible to enter Year 1 and the older half of the proposed preschool group. The children attend school regularly and, in contrast to usual patterns, the attrition rate has been low.

The teachers have observed that the children in the preparatory class are:

- › *becoming increasingly independent, confident, active learners*
- › *making considered choices*
- › *solving problems through experimentation, dialogue and role-play*
- › *using complex language.*

Supporting kindergartens

Strategy

Supporting community kindergartens

Support to community kindergartens is provided through the department's Community Kindergarten Assistance Scheme. The department offers funding, policy advice, coordination and consultation to ensure that this quality early childhood education is available to Queensland children.

During 2002–2003, \$25.7 million in capital and recurrent funding was distributed to the Creche and Kindergarten Association of Queensland for more than 330 community kindergartens.

The department also reviewed its service level agreement with the Creche and Kindergarten Association of Queensland. This resulted in continued support for community kindergarten programs, and an investigation of more equitable distribution of funding through a new allocation methodology.

The department continued to work with the Creche and Kindergarten Association of Queensland to investigate the effects of a preparatory year on the community kindergarten sector and to plan for services in areas of high educational need.

Community kindergartens receive funding from the department and are licensed through the Department of Families. Ongoing collaboration between the department's Early Childhood Education Unit and the Department of Families' Child Care Unit ensures cohesive support of the sector.

The department will:

- › support community kindergartens through funding
- › collaborate with the Creche and Kindergarten Association of Queensland to plan for the provision of pre-preparatory services in areas of high education need.

Curriculum for the future

Strategy

Implementing curriculum renewal activities

In 2002–2003, the department continued significant curriculum renewal initiatives to ensure that young people develop skills for active citizenship and lifelong learning. A range of activities in the areas of curriculum planning and development, and pedagogy and assessment are being undertaken in schools, district offices and central office.

Planning school curriculum

One of the cornerstones of *Queensland State Education – 2010* (QSE–2010) is to develop a curriculum for the future. The Years 1–10 Curriculum Framework [www](#) defines the approach to core learnings and associated pedagogy, assessment and reporting for all students in state schools in Years 1–10. In 2002–2003, all state schools completed comprehensive Curriculum Plans to reflect and respond to the educational needs of students in their local area. These Curriculum Plans incorporated actions to implement the Years 1–10 Curriculum Framework, Queensland Studies Authority syllabuses and specific planning to integrate literacy and ICTs.

Implementing new syllabuses

A total of \$1.4 million supported the implementation of new syllabuses that enhance consistency in learning experiences in Years 1–10 across Queensland state schools. The phased implementation of Science, Health and Physical Education, and Languages other than English (LOTE) was completed in all schools (except those involved in the New Basics trials) and support continued for curriculum planning using syllabuses in Studies of Society and Environment (SOSE) and The Arts — see Figure 8.

Satisfaction with the curriculum

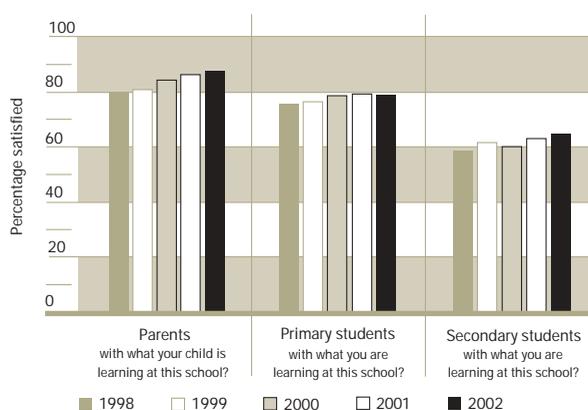
Overall satisfaction with the school curriculum continued to increase in 2002 with 83.2 per cent of primary and secondary state school parents, 79.4 per cent of state primary school students and 63 per cent of state secondary school students satisfied with what was being learnt at school — see Figure 9.

Figure 8
Status of new syllabus implementation 2002–2003

Syllabus	Commenced	Schools to use new syllabus by
Years 1–10 Science	1999	January 2003
Years 1–10 Studies of Society and Environment (SOSE)	2001	July 2004
Years 4–10 Languages other than English (LOTE)	2000	January 2003
Years 1–10 Health and Physical Education	1999	January 2003
Years 1–10 The Arts	2002	January 2006
Years 1–10 Technology	2003	January 2007

Note: Planning for the implementation of new syllabuses in Mathematics and English will commence in 2004 with schools expected to be using these syllabuses in curriculum planning by 2008.

Figure 9
State school parents' and students' satisfaction with the school curriculum 1998–2002



Note: The percentage satisfied on the graph includes the proportion of those surveyed who indicated that they were either satisfied or very satisfied. The percentage of parents and students who were dissatisfied or who had a neutral view is not directly represented on this graph.

Trialling the New Basics Framework

The trial of the New Basics Framework [www](#) entered its fourth year in 38 Phase I schools and its third year in 21 Phase II schools. The purpose of these trials is to explore the effectiveness of an integrated framework for curriculum, pedagogy and assessment to improve student engagement with learning.

In 2002–2003, the department developed detailed standards of performance for each of the 20 Rich Tasks and a moderation strategy to assist teachers to assess and report on student performance. These ensure the quality of student work is consistent with, and comparable across, a range of schools.

The research program associated with the trial will conclude in April 2004. Students in trial schools will continue to work within the New Basics Framework as the Rich Tasks are reviewed and renewed to ensure their currency and relevance.

Improving assessment and reporting practices

As a result of recommendations from the Assessment and Reporting Taskforce, workshops on assessment were provided for schools, district teams and more than 25 per cent of classroom teachers. These workshops ensure that mechanisms for assessing students' performance and reporting outcomes align with pedagogy. Participants commented that the workshops provided schools with practical tools for assessment.

Outlook 2003–2004

The department will:

- implement new Years 1–10 syllabuses in Technology
- report to parents of students in Years 3, 6 and 9 in New Basics Phase I schools on students' performance on the Rich Tasks assessed against statewide standards
- evaluate the trial of the New Basics to determine the future use of the framework.

ICT access, integration and skill development

Strategy

Promoting access, integration and skill development in the area of information and communication technology

ICTs for Learning

To ensure all young people develop skills to sustain lifelong learning and active citizenship, schools must allow young people to access and use technologies purposefully and critically.

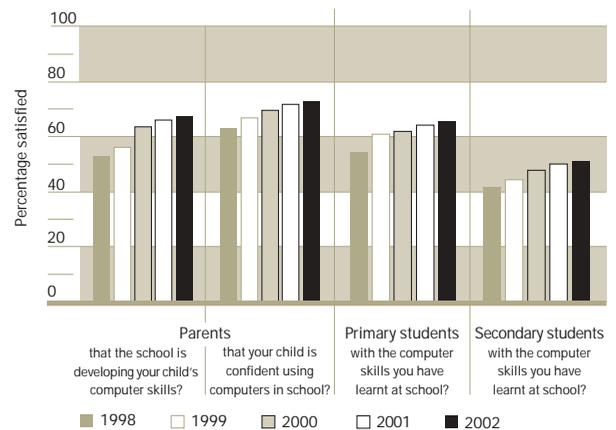
In 2002–2003, the department launched ICTs for Learning www.ictfl.edu.au — a three-year transition strategy to assist Queensland state schools to integrate ICTs into teaching, learning and the curriculum. This strategy forms part of the Queensland Government's Education and Training Reforms for the Future package.

During the first year of the strategy, a framework for ICTs in education was established. A set of benchmarks and six key ICT drivers were developed against which schools can audit their performance. By the end of the 2005 school year, all state schools will be expected to measure their progress in integrating ICTs in the curriculum.

All state schools developed annual plans to further integrate ICTs across the curriculum and to improve students' ICT literacy skills.

Overall satisfaction with computer skills continued to increase in 2002 with 65.3 per cent of state primary school students and 50.2 per cent of state secondary school students satisfied with the computer skills they were gaining at school. Also, 67.5 per cent of parents were satisfied that the school was developing their child's computer skills and 73.7 per cent were satisfied that their child was confident using a computer — see Figure 10.

Figure 10
State school parents' and students' satisfaction with computer skills 1998–2002



Note: The percentage satisfied on the graph includes the proportion of those surveyed who indicated that they were either satisfied or very satisfied. The percentage of parents and students who were dissatisfied or who had a neutral view is not directly represented on this graph.

Rewarding innovation in schools

In 2002–2003, the department distributed \$830 000 in ICT Innovator Grants to support 40 ICT projects in schools. Projects focused on increasing access to ICTs for under-represented groups such as girls, Indigenous students and students with disabilities, and extending school and community links through school extranets.

Promoting and rewarding teacher excellence in ICTs

The ICTs for Learning Teacher Awards recognise teacher excellence in integrating and using ICTs in the curriculum to improve student learning. In its first year, 36 teachers received awards and a further 30 teachers were highly commended. In addition, 34 teachers were recognised for stimulating significant improvement in their schools.

Providing opportunities to observe best practice can help teachers adopt technology into their lessons. This has been facilitated by:

- establishing an online database of exemplars of ICT curriculum integration including detailed examples of classroom activities and peer review of ICT curriculum resources
- extending the Minimum Standards for Teachers — Learning Technology into a draft Information and Communication Technologies Continua to enhance professional development in the use of ICTs.

Girls and ICTs Framework for Action

The Girls and ICTs Framework for Action was launched in May 2003 to ensure girls have access to ICTs and are confident and competent with their use. A Queensland Girls and ICTs Reference Committee was developed to increase girls' engagement with ICTs and to extend existing partnerships and collaboration on a variety of projects.

Curriculum online cross-government initiative

The department is an active participant in The Le@rning Federation — an initiative of state and Commonwealth governments in Australia and New Zealand to develop an online interactive curriculum.

Queensland contributed \$2.02 million (with a further commitment of \$3.9 million over the next four years) to create online curriculum in six priority areas — science, mathematics and numeracy, literacy for students at risk, languages other than English, studies of Australia, and innovation, enterprise and creativity. The first round of science resources for trial in schools was released in 2003. Access to online interactive learning resources is provided to students and teachers through the Curriculum Exchange.

Outlook 2003–2004

The department will:

- › conduct five regional conferences on integrating ICTs into the school curriculum
- › develop a short course on ICT curriculum integration for delivery in universities, schools and other educational centres
- › produce a series of booklets for teachers describing approaches to ICT curriculum integration in Queensland including practical examples
- › continue grant programs to support school ICT access, innovation and support.

Improving pathways

Strategy

Improving pathways and transitions

Queensland is continuing to improve its Year 12 retention rate. The apparent Years 8 to 12 retention rates in state schools increased from 71.9 per cent in 1999 to 76.5 per cent in 2002 — see statistical snapshot 3 page 7. Through reforms to the Senior Phase of Learning, enhancements to VET in schools and school-based apprenticeship and traineeships, pathways and transitions will be strengthened.

Reforming the Senior Phase of Learning

In November 2002, the Queensland Government released *Queensland the Smart State — Education and Training Reforms for the Future: A White Paper*, outlining the Government's policy direction for education and training. The reforms include the reshaping of post-compulsory education into the Senior Phase of Learning. Following Year 10, young people will have more learning opportunities, greater flexibility and more support as they work towards achieving a Senior Certificate or Certificate III vocational qualification or obtain full-time employment. Legislation to support these reforms will be introduced by 2006.

The reforms contained in the White Paper followed a comprehensive process of consultation over five months with almost 8000 stakeholders.

From July 2003, the Senior Phase of Learning reforms will be trialled in seven areas across Queensland involving more than 200 state and non-state schools, 12 TAFE institutes, and industry and community groups. Trials will include:

- › working with Year 10 students and their parents to develop Senior Education and Training Plans
- › registering these students with the Queensland Studies Authority
- › developing and implementing District Youth Achievement Plans — the plans will identify the learning needs of young people in the local area, set local priorities and identify strategies to better meet the needs of young people in the area
- › implementing local initiatives to improve the participation, retention and attainment levels of 15- to 17-year-olds
- › exploring how to use existing resources more effectively.

In addition, the Queensland Studies Authority will investigate changing the Senior Certificate to record a broader range of learning. This will take effect for students beginning Year 10 in 2006.

Participating in vocational education and training

The VET in Schools program is an important part of the Government's strategy to expand and improve the choice of pathways for students. VET students are able to combine practical and academic studies through this program. This benefits both students and employees because students have a better combination of practical and theoretical skill.

Queensland has continued to perform strongly in providing a range of VET options for young people in schools. In 2002, 35 030 students from state secondary schools were enrolled in VET in Schools programs. This participation rates the highest in the industry areas of business and clerical, tourism and hospitality, and engineering and mining.

Structured workplace learning is a key component of VET in Schools programs and provides students with the opportunity to get on-the-job training and experience. In 2002, 14 389 students from state secondary schools participated in structured workplace learning.

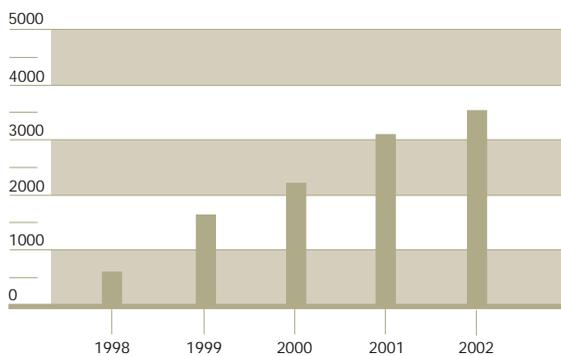
School-based apprenticeships and traineeships

Queensland is ahead of other states in the number of students commencing school-based apprenticeships and traineeships with more than 57 per cent of the total new commencements in Australia in 2002 (Source: National Data on Participation in VET in Schools Programs for the 2002 School Year prepared by the MCEETYA Taskforce on Transition from School). In 2002, 3535 state secondary school students commenced a school-based apprenticeship or traineeship, an increase of 14 per cent from 2001 — see Figure 11.

The industry areas of sales and personal services, tourism and hospitality, and business and clerical continued to show the highest levels of participation. Students also continued to engage in school-based apprenticeships and traineeships in the skill shortage areas of automotive and food processing and in the emerging area of aged care.



Figure 11
School-based apprenticeship and traineeship new commencements from state schools 1998–2002



Source: Department of Employment and Training.

Note: Apprenticeship and traineeship annual commencement data is derived from registrations with the Department of Employment and Training.

Helping students make informed decisions on transitions

During Semester 1, 2003, 17 schools were involved in a national trial of the Play Real Game in Year 3 and Year 4 and the Get Real Game in Year 11 and 12. More than 90 state primary and secondary schools are using the program. The Real Game series www.queensland.edu.au is a life and career education resource that introduces students to the world of work and helps them understand the relevance of their school studies.

Queensland leads Australia in the number of students commencing school-based apprenticeships and traineeships.

Outlook 2003–2004

The department will:

- › continue to implement reforms to the Senior Phase of Learning through trials across the state
- › implement legislation to support reforms to the Senior Phase of Learning.

Preparing for life with a school-based traineeship

Lachlea Bolton attends Kirwan State High School and is completing a school-based traineeship in Certificate II in Animal Studies. Lachlea attends school for four days and studies four subjects. Each Wednesday and Saturday she works at Greencross Veterinarians. Her flexible timetable allows her to participate in on-the-job training and to study for her Senior Certificate.

Lachlea said completing a Certificate II in Animal Studies was the first step to achieving her dream career. Combining school studies with work and training can be hard at times but she puts in the effort and has the support of her teachers.

She said the most important thing she has learnt is that if you really want to achieve your goal it is up to you to stay focused, committed and passionate.

