



Acacia Ridge State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Acacia Ridge State Primary School is located in Brisbane within a low socio-economic area and has an enrolment of approximately 300 students, catering for an extremely diverse clientele consisting of over twenty-five nationalities. Acacia Ridge State School is proud to be a public school that builds tolerance and resilience amongst the student population, building on the work already started in our Positive Behaviour for Learning program. Acacia Ridge State School has as its foremost goal, improving literacy and numeracy skills among all students. Student welfare, music programs, the performing arts, sport, and ICT are strengths within our curriculum. In addition to the provisions for Prep to Year 6, there is an Early Childhood Developmental Program and a Special Education Program. The staff at this school are a professional and committed group of people that work very hard every day for every child.

Principal's Forward

Introduction

Welcome to Acacia Ridge State School.

It is with pleasure that we present our 2016 School Annual Report. This report provides information about our school, in terms of our achievements, our school culture and environment and our future priorities.

School Progress towards its goals in 2016

School Priorities

Quality Teaching in Reading

Reviewed and Implemented whole school pedagogical practices in reading with a focus on the six pillars – Phonemic Awareness, Phonics, Oral language, Fluency, Comprehension and Vocabulary.

Provided coaching to teachers and teacher aides to implement accountable talk (Vocabulary) through the funding of our Master Teacher.

Designed data walls to deepen data conversations through the case management process.

Collected and analysed Reading data (school diagnostic and NAPLAN) to track achievement and set targets.

Implemented the Phonemic Awareness program by Michael Heggarty in the Prep classrooms.

Introduced 'Read it Again' as an Oral language program in Prep.

Implemented reading goals for 2016 which were the subject of walkthroughs based on the 5 Lyn Sharratt questions.

Designed and implemented whole school planning tools for Guided Reading.

Systematic Curriculum in English

Continue to implement and refine whole school literacy blocks.

Implemented the Australian Curriculum with a focus on Reading in other curriculum areas ensuring vertical and horizontal alignment with ACARA and the Assessment and Reporting Framework.

Implemented a structured planning process utilising backward mapping in English to deepen teacher knowledge of ACARA.

Moderation with lower school – Watson Road

Successful Transitions

Developed the Koala Joeys pre prep program with partnership with community stakeholders and our parent community.

Built partnerships with local Kindergarten and early learning centres and high schools to form successful transition strategies.

Ran Prep open days, Prep parent sessions, Prep interview process including opportunity to informally assess students

Built partnerships with high schools and participated in a range of high school transition days

Attendance

Improved whole school attendance percentages by embedding the Attendance and Late Arrival policy and working with families to support high attendance rates.

School Community and Culture

Implemented PBL processes across the whole school with a focus on rewards and recognition for positive behaviour and using data to inform strategies for improvement.

Established a resilience program – Rocky Resilience

Future Outlook

Our main improvement areas for 2017 will be

School Priorities

Quality Teaching in Reading

Further develop a consistent approach to reading instruction by reviewing and updating school reading program with a focus on teaching the six pillars (Phonemic Awareness, Phonics, Oral Language, Fluency, Comprehension and Vocabulary).

Undertake an analysis of current phonics practices within the school and identify a Synthetic Phonics program for consistent practice throughout lower school and as an element of support programs.

Further develop teachers' capacity to use Formative Assessment to provide quality student feedback in order to enhance student ownership of their learning and to assist them to develop student learning goals.

Further develop instructional coaching and peer to peer observations by developing a systematic formal coaching and collegial engagement framework for all teachers and leaders.

Create a school Response to Intervention model (RTI) for reading intervention.

Continue internal process of regular data collection, review and analysis (inclusive of reaching NMS, U2B aligned with performance targets) to inform teaching with emphasis on group and individual case management meetings (Lyn Sharratt)

Systematic Curriculum in English

Continue Year Level teams to further enhance staff understanding of the relationship between Australian Curriculum and C2C units moving from V7.5 to V8 consolidated C2C units and to continue to embed 3 levels of planning.

Continue to formalise process for school based and cluster based moderation for consistency in A-E ratings across the year.

Successful Transitions

Implement the 3a (Abecedarian Approach), to build oracy skills of 0-5 year old children within the school and beyond. Continue to liaise with Sunnybank SHS, Early Childhood Department and ECEC providers as well as other community stakeholders to lead and implement the 3a approach within in the Acacia playgroup 0-5 years.

Developed positive relationships with prospective Acacia Ridge SS parents and local ECEC providers to implement an enrolment plan designed to promote the unique features of Acacia Ridge SS as a preferred educational setting and to increase the school enrolment.

Continued to build relationships through middle school involvement in cluster transition.

Attendance

Continue to embed the Attendance and Late Arrival Policy. Further develop a variety of positive reinforcers for high attendance rates and improvement in attendance.

An Inclusive Curriculum : Differentiated Teaching and Learning

Build capacity of teachers to develop a differentiated approach to student learning by using research based differentiation strategies of co-teaching, tiered task model and assistive technology through the use of Ipad and laptops.

Implement Indigenous perspectives incorporated in all aspects of the school through internal and external programs.

Continue to employ additional Teacher Aides and extra teacher time to support our Students with Disability and English as an Additional Language or Dialect. Students will be supported through accessing the curriculum therefore fostering an inclusive environment.

Continue to refine our intervention program with links to classroom pedagogy and programs (LLI, SLP, MiniLit, MultiLit)

School Community and Culture

Continue our Positive Behaviour for Learning (PBL) by developing a PBL 2017-2018 strategic plan. Routines and Transitions in classroom and non-classroom settings as well as collection, analysis and retrieval of OneSchool behaviour data will be a major focus.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Early Childhood - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	240	106	134	23	93%
2015*	240	101	139	28	89%
2016	273	124	149	25	92%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Acacia Ridge is located fifteen kilometres from the Brisbane CBD. An old suburb, it was once heavily industrialised and known for manufacturing. Industrialisation has declined and transport, support services and logistics businesses now dominate. Acacia Ridge's demographics are rapidly changing with a steady influx of migrants, refugees and young first home buyers moving in. Our school population is made up of over 30 nationalities of students, making it a cosmopolitan, vibrant and exciting campus of Education Queensland. Approximately 10% of the school population identifies as Indigenous, 18% are from refugee families and 45% were born overseas. Approximately 40% of our students are English as an Additional Language/ Dialect students. Our population can be transient and we often see families return as they move back into the area. **Average Class Sizes**
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	22	24
Year 4 – Year 7	23	27	27
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Every class engages with 4 focussed guided reading lessons per week utilising a team of Teacher Aide support staff as well as the Classroom Teacher, Support Teacher – Literacy and Numeracy, Special Education Teacher and staff to support our students where English is their second language.
- Every child performing under National Benchmarks is required to have an Individual Support Plan (ISP) which is a set of simple and achievable educational goals to strive for by the end of term. Each term the ISPs are reviewed and adjusted accordingly by the Support Teacher – Literacy and Numeracy in consultation with individual students and their teachers.
- Instruction hours in English and Mathematics are above the minimum recommended.
- Each term an intensive 'core skills block' is built into the unit in order to close the gap around basic skills.
- Explicit Instruction and the GRR (Anita Archer) are an integral component of our curriculum delivery.
- We are a Lyn Sharratt school with a focus on Case Management, goal setting for students to differentiate.

Co-curricular Activities

1. Instrumental music is offered to students in Years 5-7 (brass, woodwind and percussion)
2. Sport and Recreation:
 - Cluster sports gala days for students in Years 5-7
 - Rugby League, Soccer, Basketball and Netball (5-7)
 - Swimming Program (Prep-7)
3. After School Sport Program
 - After-School Sport Program each term for students in Prep to Year 7, focusing on a variety of sports including Netball, Basketball, Athletics and Soccer
4. Upper school camp program

How Information and Communication Technologies are used to Assist Learning

iPads have been purchased for a number of our lower primary classes and in the last two years, iPads were purchased for the Special Education Program and the English as a Second Language program.

New wireless systems were installed at several key locations in the school improving iPad and class Wi-Fi access. A fully functional computer lab is operational and these computers are continually updated.

The use of technology is an assistive technology tool and used as part of curriculum delivery.

Pastoral Care and Student support includes:

Our School Chaplain provides direct student support as well as secular personal development programs.

Social Climate

Overview

Our school continues to build and refine the processes around our Positive Behaviour for Learning (PBL) support in order to continue to improve the overall social climate. There are whole school processes for teaching and reinforcing positive behaviour and procedures for managing inappropriate behaviour.

With a whole of school focus on high expectations for behaviour, resilience building and appropriate social interaction, Acacia Ridge State School is focused on providing a safe and secure learning environment for every student, every day.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	90%	81%
this is a good school (S2035)	97%	97%	84%
their child likes being at this school* (S2001)	94%	94%	88%
their child feels safe at this school* (S2002)	91%	100%	84%
their child's learning needs are being met at this school* (S2003)	91%	100%	84%
their child is making good progress at this school* (S2004)	94%	94%	78%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	97%	94%
teachers at this school motivate their child to learn* (S2007)	94%	100%	88%
teachers at this school treat students fairly* (S2008)	94%	94%	84%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	91%
this school works with them to support their child's learning* (S2010)	97%	100%	83%
this school takes parents' opinions seriously* (S2011)	91%	90%	88%
student behaviour is well managed at this school* (S2012)	88%	87%	69%
this school looks for ways to improve* (S2013)	97%	97%	88%
this school is well maintained* (S2014)	94%	91%	91%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	99%	95%
they like being at their school* (S2036)	94%	99%	90%
they feel safe at their school* (S2037)	100%	98%	93%
their teachers motivate them to learn* (S2038)	99%	100%	95%
their teachers expect them to do their best* (S2039)	100%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	94%
teachers treat students fairly at their school* (S2041)	94%	98%	91%
they can talk to their teachers about their concerns* (S2042)	89%	97%	93%
their school takes students' opinions seriously* (S2043)	93%	95%	81%
student behaviour is well managed at their school* (S2044)	88%	84%	90%
their school looks for ways to improve* (S2045)	97%	99%	96%
their school is well maintained* (S2046)	95%	98%	96%
their school gives them opportunities to do interesting things* (S2047)	88%	100%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	92%	100%
they feel that their school is a safe place in which to work (S2070)	100%	97%	97%
they receive useful feedback about their work at their school (S2071)	97%	83%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	79%	81%
students are encouraged to do their best at their school (S2072)	100%	97%	100%
students are treated fairly at their school (S2073)	94%	94%	97%
student behaviour is well managed at their school (S2074)	97%	89%	83%
staff are well supported at their school (S2075)	97%	89%	90%
their school takes staff opinions seriously (S2076)	94%	86%	93%
their school looks for ways to improve (S2077)	100%	94%	97%
their school is well maintained (S2078)	88%	83%	100%
their school gives them opportunities to do interesting things (S2079)	94%	83%	90%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents are welcome to join the school community at any time and there are a number of ways they can do so.

The Parents and Citizens Association has monthly meetings and has several active sub-committees which are always in need of assistance. They also have monthly parent social morning teas as an opportunity for parents to meet and make connections within our parent community informally. There is a Breakfast Club sponsored by the YMCA and manned by volunteer parents and teachers.

Parents are also welcome to act as parent helpers in all classrooms as well as attending class swimming lessons during summer and act as in-pool helpers. The tuckshop, which operates three days per week, welcomes volunteer helpers.

A newsletter goes out once per fortnight and the school website is updated as often as possible with new information. We also have an official school Facebook page which is regularly updated with information about upcoming events.

A Meet and Greet Barbeque is held for all our families at the beginning of the school year which is an opportunity for parents to meet new families and their child's class teacher.

Parent reporting evenings are held twice per year with parents encouraged to book a time to speak with their child's teacher.

Parents are encouraged to attend our weekly parade on Monday afternoons which focuses on student achievement, reinforcement of positive student behaviour and at times performance items by students. Parents are also strongly encouraged to attend our annual Student Leader Induction Ceremony, ANZAC Day Ceremony and Awards Presentation Ceremony.

Respectful Relationships Programs

At Acacia Ridge State School, we have a multi-levelled approach that focuses on setting high expectations for behaviour, personal safety and self-awareness. At the whole school level, we use the Positive Behaviour for Learning framework to guide our whole school focus for personal awareness and development each week. This focus is taught to the whole school on Monday during assembly



and followed up with an explicit lesson in the classroom by each classroom teacher. As a school, we are establishing clear, consistent routines that help children identify how to be safe, respectful learners, to identify when they feel unsafe and how to respond safely/appropriately.

For students requiring additional support, we are working with identified students in small groups to teach self-regulation strategies including conflict resolution, anger management and responding appropriately to challenges through programs such as Zones of Regulation and in the upper years Revved Up.

The school has developed and implemented a programs that focus on appropriate, respectful and healthy relationships.

Daniel Morcombe units are also incorporated into our Health and Wellbeing Curriculum.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	10	33	47
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Acacia Ridge State School has an ongoing commitment to recycling and reusing whenever possible and uses compost bins throughout the school. Through negotiations with the Council, several large asthma-inducing and mould-producing trees are being removed and replaced with native trees. Native trees have also been planted in the refurbishment of garden beds. Through a refurbishment and reinstatement of D Block, asbestos materials have been removed from the grounds. Ongoing monitoring of lights and air conditioning is a focus.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	283,088	1,700
2014-2015	284,151	1,782
2015-2016	285,783	1,812

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

Full-time equivalent enrolments relating to recurrent income and capital expenditure: **240**

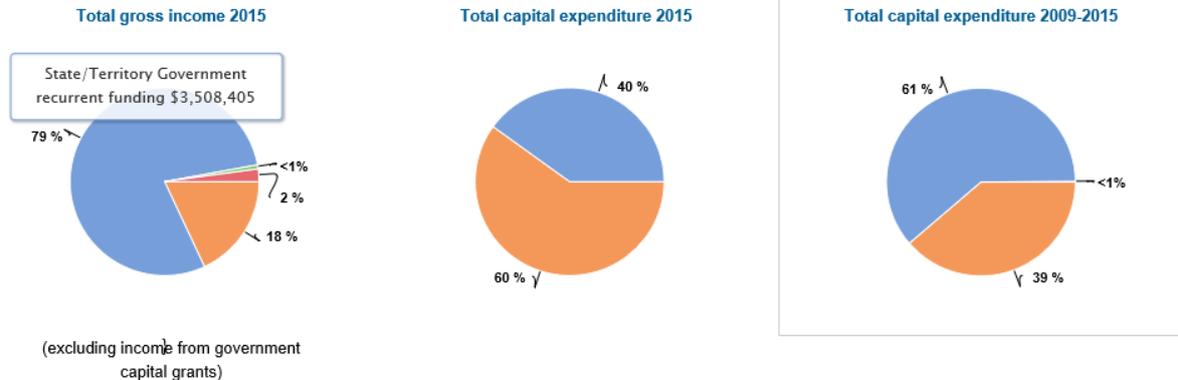
Interpreting school financial information

The following table and charts summarise the recurrent and other income of the selected school together with its capital expenditure for the calendar year. Where data are available for a minimum of three consecutive calendar years, total cumulative capital expenditure for those years will be displayed. Caution should be taken in using the information presented below when making direct funding comparisons between schools. The financial resources available to schools are directly influenced by the nature of the school (including its location and profile), its programs and its operations. Further information on the methods used and on the comparability of the data is available in the [financial limitations](#). Further information is also available about [financial reporting for non-government multi-campus schools](#).

Net recurrent income 2015		\$ Total	\$ Per student
Australian Government recurrent funding		801,820	3,341
State/territory government recurrent funding		3,508,405	14,618
Fees, charges and parent contributions		31,280	130
Other private sources		95,803	399
Total gross income		4,437,308	18,489
(excluding income from government capital grants)			
Less <u>deductions</u>		0	0
Total net recurrent income		4,437,308	18,489

Capital expenditure 2015		\$ Total	\$ Total 2009-2015
Australian Government capital expenditure		25,721	2,800,677
State/territory government capital expenditure		17,169	4,432,248
New school loans		0	0
Income allocated to current capital projects		0	0
Other		0	6,364
Total capital expenditure		42,890	7,239,289

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.



Percentages are rounded and may not add to 100%.

[Further information](#)

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	27	27	0
Full-time Equivalents	24	17	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	5
Bachelor degree	21
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$13484.09

The major professional development initiatives are as follows:

- Behaviour Support Services
- NCI Training
- Dr Anita Archer: Getting them all Engaged Effective Teaching of Reading foundation Skills.
- Working Memory Conference
- Planning Days Literacy Term 2 & 3

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	86%	86%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

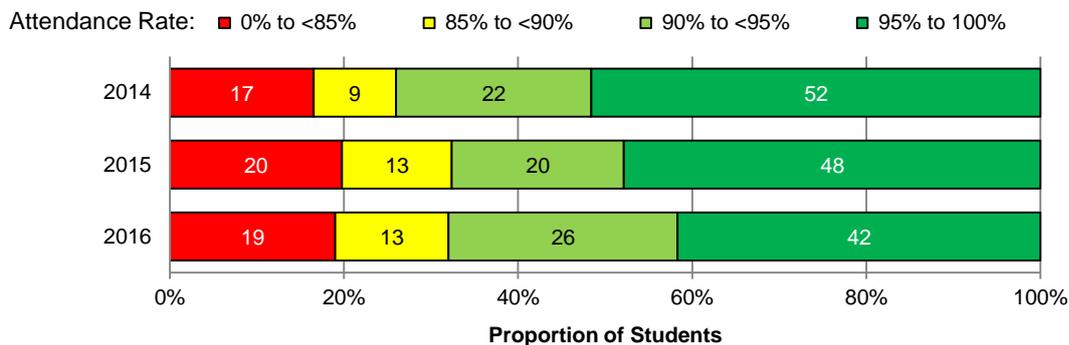
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	90%	93%	93%	93%	93%	96%	95%					
2015	93%	92%	91%	91%	94%	92%	92%						
2016	90%	90%	91%	91%	91%	93%	90%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Like all Queensland State Schools, class rolls are marked twice per day (morning and afternoon). In situations where a child may be showing a pattern of non-attendance or is absent for three consecutive days without an explanation, staff will make phone contact with the parent or carer. The phone call is designed to assist families with whatever difficulties they are experiencing in sending their child to school. School personnel will sometimes visit families to talk through and problem-solve these difficulties. Families will be referred to outside agencies to provide support and assistance if they wish. Follow up telephone calls and visits may occur as required.

If there are continued patterns of absenteeism, the Principal and Deputy Principal will meet with families to discuss plans to improve attendance.

Our school utilises positive reinforcement strategies to encourage attendance. These include a class and individual attendance awards and a regular focus on attendance at assemblies.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

The National Assessment Program - Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. For more information visit the [NAPLAN website](#).

The graphs below display average NAPLAN scores for each [domain](#). The selected school's scores are displayed in blue. Click on the buttons to view average scores for schools with students from statistically similar backgrounds and all Australian schools. The coloured icons indicate whether a school's scores are above, close to, or below the scores achieved by other schools.

It is important to consider results in conjunction with [NAPLAN participation rates](#) shown below.



Students	2008	2010	2011	2012	2013	2014	2015	2016	Average 2014 – 2016
Assessed	91%	96%	93%	84%	93%	89%	97%	89%	92%
Exempt	7%	4%	3%	13%	4%	9%	0%	8%	5%
Participation	98%	100%	97%	97%	96%	97%	97%	97%	97%
Absent	2%	0%	3%	3%	4%	3%	0%	3%	2%
Withdrawn	0%	0%	0%	0%	0%	0%	3%	0%	1%
Australian average participation	97%	96%	95.7%	95.3%	95.2%	94.9%	94.9%	95%	95%

How to interpret this chart

◆ Average achievement of students in this school
 I Margin of error at 90% level of confidence

The school in this example has a relatively small number of students assessed so it has a larger confidence interval.

Upper limit of 90% confidence interval
 Average achievement of students in the selected school
 Lower limit of 90% confidence interval

A school with a greater number of students participating will have a smaller confidence interval.

Upper limit of 90% confidence interval
 Average achievement of students in the selected school
 Lower limit of 90% confidence interval

As the number of students increases, the confidence interval becomes smaller.

Upper limit of 90% confidence interval
 Average achievement of students in the selected school
 Lower limit of 90% confidence interval

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. For more information visit the [NAPLAN website](#).

The chart below displays average NAPLAN scores for each domain. The selected school's scores are displayed in blue. Also displayed are average scores for statistically similar schools (SIM) and all Australian schools (ALL). The coloured bars indicate whether the selected school's scores are above, close to, or below the other scores.

	2008	2009	2010	2011	2012	2013	2014	2015	2016	
Colour Scheme Red & Green <input type="button" value="Submit"/> Alternate view: Results in graphs										
	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 3	379 356 - 403		377 358 - 396		383 362 - 404		412 388 - 437		362 342 - 381	
	SIM 375 366 - 384	ALL 426	SIM 387 379 - 395	ALL 421	SIM 380 372 - 389	ALL 420	SIM 384 374 - 394	ALL 436	SIM 361 353 - 369	ALL 402
Year 5	437 418 - 456		431 413 - 449		444 426 - 461		452 432 - 473		431 414 - 448	
	SIM 452 444 - 461	ALL 502	SIM 440 432 - 448	ALL 476	SIM 456 448 - 464	ALL 493	SIM 456 447 - 466	ALL 505	SIM 451 443 - 459	ALL 493

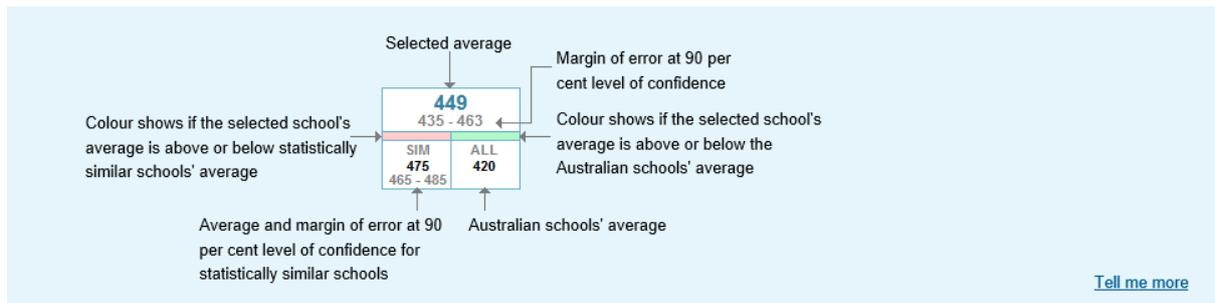
How to interpret this chart

SIM schools serving students from statistically similar backgrounds
ALL Australian schools' average
 Student population below reporting threshold
 Year level not tested

Selected school's average is

- substantially above
- above
- close to
- below
- substantially below

- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
- average of all Australian schools (ALL box)



To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

