Bordertown Primary School.

Annual Report 2009
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0733

Summary Highlights of 2009

2009 was a year of considerable progress for Bordertown Primary School. Many of the plans made in 2007/2008 were enacted and as a result we made beneficial changes to teaching and learning programs and significantly improved our physical environment. In regards to well being students and staff moved towards a much more restorative approach to social learning, the development of relationships and student discipline.

Outdoor facilities were upgraded and refurbished, thus adding to our learning and leisure spaces, and enhancing the physical appearance of our extensive grounds and playground area. The refurbishment and extension of the canteen was completed and the Kids Sport Store was enlarged. Several garden beds were planted out with drought resistant trees and shrubs as we had previously lost some as casualties of the prolonged drought conditions in our district. In addition the aged “woods playground” was demolished and at the request of Kids Voice we built a new bright wooden structure in its stead. The running track was competed towards the end of the year and already has been extensively used by the students as part of their daily fitness routine and by the local community outside of school hours.

Staff consolidated previous professional learning and continued to participate in training and development at school, regional and state level in order to provide the very best teaching and learning programs based on contemporary theory and research into children's learning. As well as learning from others, staff had the opportunity to share their skills and knowledge with colleagues outside the school by presenting sessions at the SA SMART Conference and CEGSA. As principal I also presented a session on the school journey of our implementation of the DECS Improvement and Accountability Framework (DIAf) to my leadership colleagues at a conference in the Limestone Coast.

One of the highlights of the year was our nomination as a finalist in the Bank SA Small Business Awards. We were one of 3 schools in contention for the award and although we did not win it gave us wide exposure through the publicity that it generates.

Students continued this year to excel both academically and in sport proving that we continue to provide opportunities for all to achieve their very best at all times. In national science, maths, computing and English competitions many were awarded, high distinctions, distinctions and credits for their excellent results. Our Year seven graduates leave our school extremely well prepared academically and with impressive social and independent learning skills that will hold them in good stead for the educational journey ahead.

Self Review Validation

In 2009 we were one a small group of schools in the Limestone Coast to volunteer for the first round of the DIAf Self Review Validations. Although there was an extremely short period of time between making the decision to be a part of this new initiative and the Self Review Validation process we were well prepared due to the ongoing self review cycle that we had been working through since Term 3 2008 as a data gathering and monitoring practice of our Site Learning Plan. The panel chaired by Garry Costello, Limestone Coast Regional Director provided us with both affirming feedback about continuous improvement in relationship to our
Strategic Directions and organisational management and recommendations for future development. Affirming feedback included

- Site improvement plans reflect thorough and detailed planning which is clearly informed by cycles of review and evidence-based improvement priorities.
- There was clear evidence that the school values are embedded in practice and continually reinforced and built upon. Students were respectful and able to articulate their learning by explaining what they were doing and why. Quality learning and engagement was observed with a high sense of purpose and a culture of learning evident.
- Congratulations to the staff and the community on their commitment to providing high quality education for the students at Bordertown Primary School

**Recommendations 2010**

Recommendations for future directions were made that will be embedded in the 2010 School Learning Plan.

- Investigating the use of NAPLAN data and other site collected data to develop personalised learning plans to target specific learning needs of individual students
- Use of the DIAf principles, other than Focus on Learning, as an integral part of annual self review.
- Increased levels of student involvement in:
  - inquiry processes
  - providing feedback on staff performance, especially quality of teaching and relationships major

**Increased Student Diversity**

New enrolments in 2009 added to the diversity of our school population. Traditionally there have been a small number of NESB students enrolled at BPS but in late 2009 the Tatiara Meat Works recruited a large number of skilled and semiskilled migrant workers who chose to bring their families to live in Bordertown. 24 Non English Speaking students from the Philippines and India joined our student population to add to the other smaller number of NESB students from South Africa and South East Asia. It was fortunate that a number of staff have ESL training and that there were appropriate resources in our school, so we were able to quickly rearrange class arrangements and staff deployment to respond to the new challenges presented by the necessity to set up a New Arrivals Program. However, the principle challenge that we had to confront (and still continue to face) is the slow release of funding to support these students. By Term 4 fiscal resources became stretched as we had to provide initial funding for a full time teacher for two terms until supplementary NAP funding was released to the school. Other budget items were delayed until our RES caught up with our HR spending in December 2009. Another challenge faced was that our class sizes were already under pressure and as a result several of our Middle and Upper Primary classes reached 32 or 33 students for afternoon sessions.

To meet the challenge of rapidly rising numbers, the learning program demands of large numbers of ESL students and the pressure on class sizes we

- established a New Arrivals class from 9:00 to 12:00 each day with an ESL trained teacher and part time SSO. Students remained in home classes for the beginning of the day and joined them for excursions and afternoon lessons
- provided SSO time to support the student integration into mainstream classes in the afternoons
- all staff attended ongoing T&D in the use of the ESL Scope and Scales
- provided 0.2 administration time for a Coordinator, Level 1 for family/community liaison and coordinating the NAP and SSO support program. The Coordinator worked in collaboration with the Assistant Principal, Junior Primary who assumed overall leadership for the enrolment, support and provision of the NAP.

**Recommendations 2010**

Our projections for 2010 indicate that we will continue to attract NESB students and to meet this challenge we will continue the NAP class from Term 1 an in addition provide SSO and teacher support for integration of the students into mainstream classes and provide further staff T&D in teaching ESL students in the mainstream.
Value Added Programs

In 2009 we offered a large variety and number of learning experiences for our students within and outside our school.

**Pedal Prix 24 Hour Race**

Due to the amazing support of a number of dedicated staff, parents and other community members in 2009 we competed in the 24 Hour Pedal Prix race in Murray Bridge for the first time. Supported by an initial “loan” from Governing Council within the space of 6 months we purchased our frame from Tri Sled and built the Border Beast with a plan to complete the race this year. However, the team proved to be highly motivated, well prepared and exceedingly competitive and we finished 13th in our section, well ahead of many seasoned competitors. By the end of 2009, as a result of an incredible fundraising effort by the Pedal Prix Committee we repaid the “loan” from Governing Council. A great spin-off was the fantastic display of cooperation and team work between all of the competitors, their families and the staff prior to and during the 2 days that we were at the race venue. We are also very grateful for the support of the Tatiara District Council who provided funding to hire a bus to transport some of our competitors to and from the race.

**Environmental Programs**

Students and staff continue to be involved in a number of environmental programs that value add to our community and the local environment. Each year we propagate over 400 native trees that are planted along the roadsides and in the parks and gardens in Bordertown. In 2008/2009 this program supplied an additional 200 trees that were planted at the Tatiara Meat Works as part of their environmental protection and regeneration program. Clean Up Schools Day is a regular part of our school calendar; students and staff using this as an opportunity to draw community attention to recycling, keeping our parks and gardens clean and their role as responsible young citizens of our town.

**Student Governance and Student Voice**

Staff, students and community place high importance on nurturing and fostering student voice and student leadership. To this end Kids’ Voice and House Captains are considered as valued partners in decision making along with staff voice and Governing Council. At the commencement of 2009 senior students elected Kids Voice Chair, Secretary and Treasurer by a ballot system. Year seven students who were nominated prepared election speeches that reflected their support for the student body, school values and their achievements to date. Representatives from all Year 1 to Year 7 classes were elected and changed over every 6 months. Leadership and peer support training was provided by the Kids Voice Executive and School Counsellor. All Year 7 Class Representatives and the Kids Voice Executive attended the Young Leaders Convention at the Festival Theatre in February.

Kids Voice assisted with decisions including purchase of new playground equipment, recycling, school code of conduct, timetable changes, playground issues and school discos. Their commitment to the school value of kindness was overwhelming as they supported the student body to raise in excess of $2500 for charity over the year through discos, fun days and dress up days. Nominated charities for 2009 were Ronald McDonald House, Kids For Cancer and they joined with our local Rotary Club to donate to a Rotary International Charity (Interplast) for the funding of medical teams who repair childhood craniofacial disfigurements.

House Captains support our physical activity program and class reward system. Their outstanding contribution to the organisation and smooth running of our Sports Day was acknowledged by the staff and Governing Council. Elections are conducted in Term 2 and
follow the same process as the election of Kids Voice Executive with the exception that all students R – 7 are able to vote.

Performing Arts
A diverse performance music program was provided for interested students. Open Access and the DECS Instrumental Music Program offered trumpet, trombone, drum and flute lessons in 2009. Some of these students joined a local junior band, Rubber Band, and had the opportunity to perform at many venues around the local community. Piano and singing lessons were again taught during the year and all interested students sat for AMEB examinations in October, most gaining Honours or Credit grades.

Choir was a strong focus for our Year 5, 6 & 7 students who performed in fourth term at both the SA Primary Schools Music Festival in Adelaide and at the South East Primary Schools Music Festival in Millicent. As an alternative to choir we also provided a performing arts based program with students working in cross age groups during choir lessons.

Year 4 students performed “Wizard of Oz” at the Bordertown Institute in Term 3 which was very well received by their families and other members of the public. Year 3 students consolidated their SOSE Unit on explorers with a musical play attended by family and friends and many of the junior primary classes entertained families with mini performances throughout the year.

Camps and Excursions
It is our policy that every student has the opportunity to attend a school camp or major excursion once a year. This gives all of our students the experience of expanding their knowledge of both the local district and places beyond the Tatiara. For Year 7 students it is an opportunity to participate in an aquatics program at West Lakes and to visit Parliament House, museum, art gallery and attend a live theatre performance. Our focus for Year 6 is team building, cooperation and social skill development at Noorla Yolong. Year 5s visit the Grampians, just over the border from our school, and participate in bush walking, swimming and environmental studies. Year 4s travel to Adelaide for an overnight stay at Warradale and have the opportunity to visit a live performance at Festival Theatre. Year 3 students dress in pioneer mode and make a journey back in time at Old Tailem Town. Reception, Year 1 and Year 2 classes made day journeys to Naracoorte Caves, Adelaide Zoo and MT Gambier.

SAPSASA
Students from Years 5 -7 continued to uphold the fine sporting traditions of the school and compete at School, District and State level in a wide range of sports. Following an extremely successful Cross Country Competition as members of the BPS and Upper South East District teams four students were chosen in the SA Cross Country Team to compete in the National Cross Country Competition at Mowra in NSW. The majority of the USE District Athletics team that were declared the 2009 SA Country Champions was made up of BPS students and we also dominated the membership of the USE Tennis Team. One of our tennis players won the Sportsmanship Award at the Be Active Foundation Cup and has been selected in the SA Primary Schools Tennis Team to compete in Sydney in January 2010. In Term 1 the BPS swimming team won the South East Swimming Championships. Students also excelled in USE District netball, softball, cricket, table tennis, hockey, football and basketball. However, as proud as we are of their skill and determination on the sporting field the parents and staff continue to be even more pleased with the reports from team managers and coaches from both our team and from competing teams of their impeccable behaviour and wonderful sportsmanship.
2009 Site Improvement Plan Achievements

In 2009 our 3 Strategic priorities for the Site Improvement Plan were for change and improvement in Literacy, ICT and Well Being. Of these Literacy and Wellbeing were ongoing from 2008 and ICT was a new focus area.

Literacy

Literacy 2008 data indicated that there were 3 focus areas for 2009
- Grammar
- Reading Comprehension
- Spelling and Phonics (Reception to Year 2)

2009 Transition data from Carol Murray Childrens Centre and SEA data indicated a number of students entering reception with lower level skills in literacy than in previous years and a large number of students with extremely advanced skills and understandings

Some of the strategies that we employed were
- Development of an Early Years Literacy plan that included the introduction of Jolly Phonics and Jolly Grammar.
- Differential staffing for Reception students to cater for the unusually wide range of learning abilities
- Extending our intervention programs for Year 1 -7 students to include those students one band above the benchmarks
- Providing professional development for staff in teaching grammar and reading comprehension
- Providing professional development for staff in teaching the literacy of mathematics
- Establishment of a Literacy and Numeracy development committee

Improved student learning outcomes for R – 1 were indicated by the steady results in Running Records data, site words recognition. TORCH tests, target word testing, lexile level testing and SACSA Levelling and the NAPLAN test results also indicate steady progress.

In addition 455 students completed the Premiers Reading Challenge and over 60 received the new Premiers Legend Gold Medal. We are awarded a Premiers Award for Continued Outstanding Achievement. The PRC is promoted within our school as an opportunity to reward students who make the effort to consistently practise reading at home. BPS was also awarded the MS Readathon Certificate of Excellence as the highest country primary school fundraiser for the 4th year in a row.

Recommendations 2010
- In 2010 we will be participating in a research project conducted by Flinders University of SA to test the validity of improvement data as result of the Jolly Phonics and Jolly Grammar programs. Our internal testing program of students indicates early improvement in spelling, phonics, reading and writing of all reception students … target word tests, running records, analysis of writing by teachers.
- Leadership of Literacy and Numeracy strategic priority to be provided by new AP1 position

Wellbeing

The School Counsellor provided leadership for the continuous improvement of Wellbeing as a 2009 School Improvement Priority. The work of the Christian Pastoral Support Worker value added to all wellbeing programs and the support of staff, students and families. A committee chaired by the counsellor monitored the implementation of the strategies and the achievements of the following targets:
• Development and documentation of a revised student wellbeing policy and practices reflecting the principles of Restorative Practice and the embedding of our school values throughout all teaching and learning programs
• Continued implementation of the Peer Support Program to include more classes in the school
• Codes of conduct explicitly teaching social skills based on school values and supporting positive behaviour developed in all classrooms
• Student participation in decision making and improved student voice through Kids Voice
• Provision of staff professional development in Restorative Practice and the program our Classrooms: Safe, Orderly and Productive, Understanding Poverty
• SMART training for all staff
• Introduction of intervention programs supporting the 5 % of students outside the Restorative Practice boundary
• Implementation of intervention programs for students in crisis eg. Seasons For Growth
• 20% reduction of students in Detention, Office Time Out and Red Seat
• Implementation of Child Protection Curriculum in all classes and providing opportunites to share good practice

Recommendations 2010
• Complete documentation of student wellbeing policy
• T&D in Teaching Tough Kids from Mark LeMessieur for staff and workshops for parents
• Continue antibullying programs and involve more classes in Peer Support
• Make explicit new directions and expectations for Restorative Practices in classes and yard
• Leadership by School Counsellor to continue in 2010

ICT

Following the analysis of data from an EDCAP survey completed by all staff in October 2008 we developed strategies in ICT to focus improvement on our 2009 targets. Targets achieved were
• Provision of high level professional development for staff to enable the use of a wider range of software and programs within classroom teaching and learning programs and to support embedding of ICT across the curriculum
• Purchase of 4 more IWBs and ongoing opportunities to share good practice in their use across the whole staff
• Replacement of 32 computers in Computer Room 2
• All staff repeated EDCAP Survey in October 2009 and analysis of achievements and decisions for planned improvements completed by December 2009
• ICT development committee changed focus and now has a greater leadership and decision making role

Recommendations 2010
• Leadership of ICT strategic priority to be provided by new AP1 position
• Roll out of 10 more IWBs to classrooms
• T&D at advanced skill level for staff to continue to support embedding ICT across the curriculum

NaPLAN

In addition to analysis of our NaPLAN data for year 3, 5 & 7 students we also regularly test and analyse at class and at a school level
• the literacy progress of R – 2 students using running records, sight words lists and phonics testing
• literacy progress of year 4,6,7 students using the TORCH comprehension test
• students in years 1 – 7 are levelled according to the SA Curriculum Standards .
spelling, using the target word tests and reading
reading, using the lexile level testing framework.
All of these test results along with many of the other assessment processes, curriculum standards and diagnostic tools were used to build up a comprehensive picture of each child’s progress and future learning needs. All data is stored so that we can refer back to it and make term by term and year by year progress comparisons for all of our students.

In each of the year levels in 2009 there were students whose results were reported as scoring above the highest band level reported for their year level. Students who were exempted and appear on school results as achieving below the national minimum standards (NMS) included some on our newest students from overseas as well as some, but not all, of our students on Negotiated Education Plans.

Overall, our students returned some extremely pleasing results that show:

<table>
<thead>
<tr>
<th></th>
<th>Year 3 students above NMS</th>
<th>Year 5 students above NMS</th>
<th>Year 7 students above NMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98%</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>Writing</td>
<td>94.3%</td>
<td>91%</td>
<td>94%</td>
</tr>
<tr>
<td>Spelling</td>
<td>98.1%</td>
<td>91.3%</td>
<td>97%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>87%</td>
<td>94.2%</td>
<td>93.9%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>87%</td>
<td>98.6%</td>
<td>98.5%</td>
</tr>
</tbody>
</table>

Analysis of our results indicates that the majority of our year 7 s are achieving between Band 7 and 9+, the majority of year 5s are achieving between Band 5 and 8 and the majority of year 3 between Band 3 and 6, which indicate that they are achieving very high standards of learning in each of the tested areas of learning.

In addition we had a number of students who achieved scores in the highest bands (or above) for their year level. This equates to achieving academic standards at least two years above the average achieved by their year level peers at a national level. These results are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Year 3 students &gt;= Band 6</th>
<th>Year 5 students &gt;= Band 8</th>
<th>Year 7 students &gt;= Band 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>4.1%</td>
<td>11.9%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Writing</td>
<td>7.5%</td>
<td>7.5%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Spelling</td>
<td>7.4%</td>
<td>3%</td>
<td>10.6%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>5.6%</td>
<td>8.7%</td>
<td>15.2%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>5.7%</td>
<td>4.3%</td>
<td>10.3%</td>
</tr>
</tbody>
</table>

Enrolments

Anticipated enrolment for 2009 was 494. However, due to a number of New Arrival enrolments in Term 4 this estimate was surpassed and our final enrolment in December was 510.

Attendance

During 2009 attendance averaged 94%, which was above Like School, Limestone Coast Region and SA average. This is in spite of the fact that we were one of the schools in SA with several cases of H1N1 (Swine Flu) ….. our proximity to the border and the number of families who spend time in Melbourne resulted in some families requiring quarantine for periods of up to 3 weeks. There is a well established attendance policy that requires class teachers to follow up all unexplained absences immediately. Newslink articles remind parents of the importance of regular attendance of their children. Christian Pastoral Care Worker and School Counsellor support staff with maintaining high levels of attendance, contact parents and conduct home visits if appropriate.
Retention and Destination of Students

The school population consists of a stable core of local families involved in the agricultural industry and associated services. There are also a number of highly transient families, mostly employed by Tatiara Meat Works. In 2009 transient students transferred out of the school to interstate or returned overseas to live. Overseas returnees were to New Zealand and China, in the latter case work visas of the families had expired. Transfer to overseas schools at 9.9% was higher than DECS and Like School average but transfer to the independent sector at 1.1% is significantly lower than DECS and Like School average. 98% of our Year Seven students have enrolled at Bordertown High School.

Staff Profiles

Our very dedicated and excellent staff once again demonstrated their eagerness to continuously improve and to provide their best for the students. Being long term members of the local community they are absolutely committed to the school, the community and its young people, Time and again I am in admiration of their generosity to our young people, the amount of time that they spend in supporting each others’ teaching and learning and their willingness to engage in planning and preparation as collaborative teams.

All staff have both a Bachelor of Education and a Diploma of Teaching. 3 have additional Graduate Diploma qualifications and one has partially completed a Masters Degree. One staff member has a Bachelor Degree in TESOL. SSOs continue to study with TAFE to attain qualifications in finance or working with students with disabilities.

In 2009 one staff member was successful in gaining AST1 status, taking our total on staff to 5, and one was successful in gaining AST2 status.

Our staff retention from 2008 to 2009 was once again high at 96%. One staff member transferred to be closer to friends and family and one was granted 12 months leave without pay to travel overseas and has since indicated that she will return to BPS in 2010. During the year one teaching staff member took leave without pay for family reasons. Internal recording and data collection indicates staff attendance was 94% during the year, a little down on previous years due to the flu epidemic that hit the eastern states in Term 3 and our close proximity to the border.

Expenditure and Participation in Training and Development

Overall the Training and Development for 2009 was composed of funds from:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>RES T&amp;D budget</td>
<td>$3737</td>
</tr>
<tr>
<td>Early Years Literacy and Numeracy Budget</td>
<td>$11,616</td>
</tr>
<tr>
<td>Administration Staff Budget</td>
<td>$3000</td>
</tr>
<tr>
<td>Restorative Practice T&amp;D Grant approved by GC Finance Committee</td>
<td>$3000</td>
</tr>
</tbody>
</table>

The BPS Learning Plan and individual staff T&D plans supported the implementation of the priorities of our Site Improvement Plan. All staff attended the 2 Pupil Free Days, in Term 1 Bill Hansberry provided further development in Restorative Practice whilst in Term 3 our focus...
was Literacy (teaching grammar, comprehension and Jolly Phonics) and advanced programs in ICT. Staff also attended intensive training in
- ICT (using IWBs, embedding ICT into all teaching and learning program
- Restorative Practice … A Whole School Approach
- Jolly Phonics and Jolly Grammar
- Our Classrooms, Safe, Orderly and Productive
- Stephen Graham … Teaching Comprehension, Language of Maths
- DIAf implementation

In addition we had the opportunity to share our skills with our colleagues across the state….one staff member was invited to present a workshop at the CEGSA Conference in Adelaide, 2 staff members presented at the SMART=ER Expo and one staff member attended the State Literacy Coordinators conferences held each term.

**Improving Our School**

As part of our ongoing commitment to continuous improvement we regularly gather information and data from surveys across the year as part of our regular cycle of review and evaluation. This year we surveyed:

<table>
<thead>
<tr>
<th>Area/Aspect</th>
<th>Who?</th>
<th>To inform</th>
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</table>
| ICT Teaching and Learning    | Staff & Students            | Site Improvement Plan
                                    |                             | Staff T&D
                                    |                             | Budget considerations
                                    |                             | Purchase of IWBs, computers and software |
| Reporting to Parents         | Parents & Staff             | Reporting Timelines
                                    |                             | Value and Effectiveness of Information for parents
                                    |                             | Quality of information exchanged at parent Teacher interviews |
| Performance Management       | Staff                       | Alignment of our practices with DECS
                                    |                             | draft PM policies
                                    |                             | Meeting the needs of individuals
                                    |                             | Clarity of documentation and feedback
                                    |                             | Timing
| Wellbeing                    | Staff Psychological Survey  | Site Improvement Plan
                                    |                             | Staff T&D
                                    | Bully Audits (T1 & T3) - students | BPS Code of Conduct |
| Camps and Excursions         | Staff and parents           | Safety on camps/sleepovers
                                    |                             | Camps & Excursions Policy
                                    |                             | Frequency and cost of excursions and camps
                                    |                             | Impact on teaching and learning programs |

In addition staff parents and students completed the annual surveys and the results were analysed and will be used to inform direction in 2010.

**Parent Survey**

Parents continue to report high levels of satisfaction with regard to the quality of the teaching and learning that occurs in our school. We continue to have between 92 – 95% scores in regard to teachers knowing their child’s learning needs, high expectations for students, appropriate resources and materials to support learning. A significant number (92%) believe staff listen to what they have to say about their child’s needs and respond appropriately. Effective educational leadership within the school was also highly rated.

**Staff Survey**
Results for the staff survey also remain steady and in the + 90% range. As a result of feedback from the 2007/2008 survey we had spend a lot of effort and energy on changing the Performance Management process in order to give more directed feedback to staff and also we stepped up our commitment to restorative practice approaches to student behaviour management. The 2009 survey indicated that there has been steady improvement in staff perception of appropriate feedback for them and senior staff support for students with difficult behaviours.

**Student Survey**

Students were surveyed from Reception to Year 7 and the results indicate that they feel that they are encouraged to achieve to the best of their ability, there is access to lots of resources and that their teachers know what they can do and how to help them. Encouraging data indicated that they also felt safe, secure and valued at school.

Our student and parent surveys indicate that in the upper levels of the school we need to ensure that the curriculum and learning programs are more rigorous and challenging for students who are high achievers. Some parents would like to see us put processes and structures in place to ensure more consistency across classes of the same year level.
Appendices

Year 5 NaPLAN Results as Proficiency Bands

Numeracy

Grammar

Spelling

Writing

Reading
Year 3 NaPLAN Results as Proficiency Bands

Numeracy

Grammar

Reading

Writing

Spelling
Year 7 NaPLAN Results as Proficiency Bands

Numeracy

Grammar

Reading

Writing

Spelling