Peak Hill Central School

Annual Report

2017

2848

Introduction

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

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

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Principal

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School background

Peak Hill Central School provides a quality educational environment in which every student regularly experiences *Success through Effort*. The Positive Behaviour for Learning values underpin our expectations for student and staff interaction through being respectable, responsible, safe and successful learners and leaders.

Our goal is to improve student learning outcomes through coordinated strategies which allow students to feel in control of their learning, connected with others and competent to engage in their learning.

It is a *School on the Move to Excellence* as it embraces student voice, innovative programs and effective partnerships to support student learning.

School context

Peak Hill Central School is located in the central–west of New South Wales, and serves a rural community of approximately 1000 people. A substantial proportion of our students travel to the school by bus from surrounding rural areas.

Our school provides a comprehensive educational program from Kindergarten to Year 12. It is noted for the quality of its educational and sporting programs and for its emphasis on Student Leadership, Wellbeing and Aboriginal Education. The school is expanding opportunities for students to develop through Leadership and the Creative and Performing Arts.

Peak Hill Central School is part of the Western Access Program which provides opportunities for students to complete their Higher School Certificate while remaining in their local communities. The program unites the school communities of six core central schools within the Central West of NSW. Western Access staff members teach a broad curriculum to students in their own and other schools through Video–Conferencing, Bridget and other Information and Communication Technologies.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the area of Learning: The school evaluated and made decisions on:

Learning Culture: Sustaining and Growing

Wellbeing: Sustaining and Growing

Curriculum and Learning: Sustaining and Growing

Assessment and Reporting: Sustaining and Growing

Student Performance Measures: Working towards delivering

In the area of Teaching: The school evaluated and made decisions on:

Effective Classroom Practice: Delivering

Data Skills and Use: Delivering

Collaborative Practice: Delivering

Learning and Development: Delivering

Professional Standards: Delivering

In the area of Leading: The school evaluated and made decisions on:

Leadership: Sustaining and Growing

School Planning, Implementation and Reporting: Sustaining and Growing

School Resources: Sustaining and Growing

Management Practices and Processes: Sustaining and Growing

We as a school understand that we will be externally validated very shortly so looking forward to showing evidence on how we have moved forward from these assessments

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Creating successful Learners

Purpose

To provide a learning environment that has high expectations and adds value to all students' literacy and numeracy levels. Students will be productive and ethical users of technology equipped with the skills required for the 21st century; with a focus on the delivery of STEM education. Students will be nurtured to become resourceful, empathetic and resilient lifelong learners.

To develop in students the use of critical thinking to contextualise their learning beyond the classroom and to have the ability to work independently and in teams to make sense of their world.

Overall summary of progress

In 2017 Peak Hill Central School worked progressively to achieve the improvement measure for the strategic direction of creating successful learners and leaders. Students were actively involved in STEM, 21st Century Learning opportunities and a Boys Education group attended camp. The Instructional Leader targeted literacy and numeracy under EAFS.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
75% of students in Year 5, 7 & 9 will achieve growth in Literacy NAPLAN. 60% of students in Year 5, 7, & 9 achieve growth in Numeracy NAPLAN More than 10% of HSC bands achieved are 5/6 Less than 20% of bands achieved are in bands 1 and 2 in the HSC 80% of students improve attendance to be at or above 85% 90% of students transition into education or work after Yr.12 85% of senior students (Years 10–12) are able to apply competencies in the workplace	$3715.72 on Literacy and Numeracy EAFS $17170.24 was spent on Instructional Leader and additional SLSO support	Our growth under EAFS and NAPLAN was not as expected and a review finding found that our staff absenteeism had a direct correlation to lack of consistency for student progress. The Instructional Leader position was extended to 1.0 but had limited impact on the results for students and staff so in 2018 will be reduced back to allocated 0.4 role. Our HSC students achieved their goals with early entry at University, full time employment and IProwd Graduation

Next Steps

We have come to the end of the 3 year school plan and it allowed the school community to continue to put this strategic direction at the forefront of planning for 2018 – 2020 school plan. Attendance rates improved as did student enrolments. The assessment policy adopted via the Western access Program has been introduced from a 7 – 10 perspective for greater consistency and validity.

In Primary, we gather and discuss information from multiple and diverse sources in order to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experiences. The following is a list of assessments currently used in Primary, both formal and informal.

- Best Start Assessment (Kindergarten)

- South Australian Spelling Test
- Waddington Reading Test
- Schedule for Early Number Assessment (SENA)
- Running Records
- Class observations/conversations

VET Work Placement

As part of the HSC requirement for all Vocation Education Training(VET) subjects, students must complete 70 hours of work placement over Year 11and 12.

During Week 6 of each school term this year, students from across the six Western Access Schools of: Tullamore, Trundle, Trangie, Yeoval, Tottenham and Peak Hill Central Schools, have had the opportunity to stay in Dubbo and participate in one full week of Work Placement. Students were placed in suitable businesses for the VET Frameworks of Hospitality, Metals and Engineering, Construction and Primary Industries.

This is an outstanding model of Work Placement delivery, which has been supported by supervising teachers from each of the WAP Schools for over the past twenty years. This model allows students from rural and remote communities who may not have access to suitable businesses is their own towns to be part of a busy and vibrant work environment within a larger rural centre.

Each of the students this year, found their VET placement an incredibly rewarding experience that allowed them to network and showcase their skills to potential employers. For our teachers it was a pleasure to visit each of the work places and to hear the praise and enthusiasm the businesses had for our students. Work Placement is an excellent opportunity for our students to demonstrate their skills and talents and historically, a number of our students are offered part time work and apprenticeships as a result of their Work Placement. This year our students certainly set a high benchmark for behaviour, attitude and work ethic for future Work Placements.

School sport offers the school community opportunities to build a strong identity and culture of excellence. Traditional values of respect, fairness, responsibility and resilience are developed as part of students' participation. School sport is often a partnership between the school and local community organisations, which work together to develop students' abilities and foster student aspirations for interesting and rewarding lives.

Peak Hill Central school has had a flurry of both participation and with that there has been solid success for both the girls and boys in the school. A wide range of sports have been played through out the course of the year and with this there has been a marked increase in the number of participants, both, from the students playing sport and the community emerging to support these endeavors.

The school has seen great success. Highlights from the year have been the Lawn Bowls, Athletics, Rugby League 7–aside State Champions and Finalists, Super 8 and 40/40 cricket State Finalists.

Strategic Direction 2

Developing Quality Teaching Practices in a Professional Learning Community

Purpose

To enable teachers to be active, collaborative facilitators through creating an engaged and collegial community of learners. Our teachers will demonstrate curriculum innovation, quality teaching and leadership capability that inspire learning.

To ensure the continued alignment of our schools primary purpose and student exit outcomes with our programs and practices through the expansion and increased development of leadership capability and succession planning using the Australian Principal Standard, School Excellence Framework and Australian Standards for Teachers.

Overall summary of progress

Based on our School Excellence self evaluation, developing quality teaching practice is on track and progressing. The professional learning targeted by staff was more streamlined to align to staff PDP and also initiated feedback to fellow colleagues.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff develop and implement their Professional Development Plan to improve practice which is reflective and collaborative. All staff demonstrates responsibility for their professional learning. Teachers actively participate in and share learning from professional development with others. Teachers draw on and implement evidence based research to improve performance and development. Staff supported in undertaking accreditation at the higher levels of Highly Accomplished and Lead	Quality Teaching STEM, SLSO support $122569 Professional learning $18016.31	All class room teachers completed PDP's and targeted professional learning. This learning has then been shared between faculty and across network meetings. No staff undertook training for highly accomplished in 2017 however it has been flagged for a few staff to target in next planning cycle.

Next Steps

Staff want to improve their own practice which is highly beneficial to improving quality across the school. Staff consistency and permanency in the next school planning cycle has been a target and greater PDP discussions and implementation with targeted professional learning will allow greater opportunity for staff to grow.

With Peak Hill Central School in Phase 2 of EAfS there was a strong emphasis on the teaching and assessment of literacy and numeracy. Evidence was continually collected demonstrating the growth of student learning as well as the percentage of students meeting and exceeding expected outcomes. Students in Kindergarten to Year 6 engaged in goalsetting and learning conversations with their teachers.

Teachers will continue to explicitly assess the learning needs of students and use ongoing assessment to plan, teach and personalise learning and to monitor student progress. These programs supported the needs of Aboriginal students and students with learning difficulties/disabilities.

Continuation of EAfS to support quality teaching and data driven pedagogy to ensure the continual success of students

in the early years. Student results will be continued to be monitored Kindergarten to Year 3 with targeted programs and support to meet the needs of all teachers and students.

This will be extended to include both writing and numeracy in 2018–2020. All students will be assessed using the literacy and numeracy learning progressions and data collated on Planning for Literacy and Numeracy (PLAN) 2 software.

Early Action for Success 2017

Kindergarten and Stage 1 teachers begun the Targeted Early Numeracy (TEN) training and in class support.

37 students K–2 in the early years of schooling received intervention support through high quality, personalised assessment and intense instruction.

14 students in Year 3 received intervention support through high quality, personalised assessment and intense instruction.

Kindergarten to Year 3 teachers have increased their capacity to utilise a range of classroom strategies to meet the needs of all students.

Strategic Direction 3

Strengthening family and community engagement in student learning

Purpose

To foster a school wide culture of high expectations and a shared sense of responsibility for student engagement learning, development and success. Through strengthening and engaging with the community ensure that resource allocation and accountability requirements, serve the strategic directions of the school vision within the community.

Through reflective practices and whole school planning and effective and meaningful partnerships, stakeholders are empowered to contribute positively to the school community and support student learning.

To ensure that our shared values of inclusivity, celebration of diversity and high expectations continue to expand through the delivery of effective student wellbeing programs which enhance student participation and achievement in a caring community

Overall summary of progress

This has been a major focus of the school executive team to break down the walls for community members to come to school and allow the school to assist the community. We had increased attendance by community at events for NAIDOC, presentation night and parent teacher interviews. This area is also targeted for the next planning cycle and will be a major focus in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff have a clear understanding of the school vision and direction and their role in driving school change and improvement A comprehensive school review process is undertaken that leads to clearly articulated Strategic Directions for school growth based on valid data analysis The percentage of parents and caregivers engaging purposefully in supporting their child's education and in the life of the school All decisions regarding the school learning environment, technology infrastructure, assets WH&S supports innovative 21st century teaching and learning practice	$123336 Macquarie Health Collective NASCA $10,000	Greater collaboration in decision making across the whole school community. The community have a greater understanding of the school plan and milestones are regularly reviewed The community had input into what worked well during 2015 – 2017 school plan and were heavily involved in the next planning cycle.

Next Steps

Data analysis has to play a greater role in moving the school forward. We also need to improve our relationships with the community and involve them in decision making and also justify expenditure and the journey the school wishes to lead their children's education in years to come.

World Skills Australia is a National Competition held in a different Capital City every two years. The competitions are designed to test the skills and knowledge of over 4,000 students, apprentices and trainees across the country. The

winners from this competition then have the opportunity to compete as part of an international competition.

In Term 3 the Year 11 VET Hospitality, Food and Beverage students from the Western Access Program were prepared by their Trainer Mrs Catherine Doyle to compete in the first round of Regional competitions which were held at St John's College in Dubbo.

The Hospitality students were responsible for the Food and Beverage service to invited guests to whom they needed to serve a three course meal to industry standard. Each student presented themselves to the highest professional standards on the day and carried out their assigned tasks with confidence and efficiency. The teamwork demonstrated by the Western Access Program cohort was commendable, resulting in three of the students being awarded the Gold, Silver and Bronze Medals for Food and Beverage service for the Macquarie Region. The Gold Medal winner will now progress to the State Skill off at Mackillop College, Bathurst on the 8 December to determine the representatives for the National Competition in Sydney in June, 2018.

PBL

The Positive Behaviour for Learning (PBL) Team completed its fifth year of leading a problem solving approach that engages students, parents and all school staff in recognising and demonstrating the school–wide expectations of respect,responsibility, safety and success. 2017 also saw a policy review and community consultation process take place during Semester I and resulted in the division of the PBL and Behaviour Management Policies to allow two clearly separate and mutually beneficial working documents.

In 2017, the PBL Team moved into its first full calendar year of employing the Sentral database to track student behaviour and wellbeing data. The incident reporting function of the Sentral system has allowed the PBL Team to analyse whole–school, evidence supported, patterns of behaviour and identify notable examples of student cohorts connecting, succeeding and thriving at PHCS such as:

- 90% of students enrolled in 2017 achieved a positive PBL level
- 64% of students enrolled achieved a positive PBL level equating to a Silver award or higher
- Less than 10% of the student population contribute to 48% of the negative behaviours recorded in 2017, representing the tier three students requiring individualised intensive behaviour interventions

About 45% of students enrolled had less than 5negative incidents per term reported

The Department of Education through the Centre for Education Statistics and Evaluation conduct annual surveys across all Public Schools in NSW. The Tell Them From Me (TTFM) surveys provide insightful data to measure progress and plan for improvement.

The 2017 TTFM Survey for Primary students indicated: 86% of students valued schooling; 85% applied consistent effort to schooling; 85% held an expectation for success; 80% had positive teacher–student relations; 60% of students had positive relationships and 50% had a positive sense of belonging.

The 2017 TTFM Survey for Secondary students indicated: 70% had positive behaviour at school; 66% held an expectation for success; 59% had positive teacher–student relations; 59% valued schooling outcomes and 58% of students had positive relationships.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$160,841.64	All Aboriginal students have had Individual Learning Plans and were guided by quality teaching, SLSO support, LAST intervention. The AEO has been asked to take on a greater role in return from suspension meetings and improving outcomes for Aboriginal students.
Quality Teaching, Successful Students (QTSS)	$13,938.82	The QTSS initiative has provided additional staffing resource allocation to improve quality teaching in all primary classrooms.
Socio–economic background	$181,023.16	The partnership with Macquarie Health attracted speech, OT and psychological support for the community and students to engage in. Throughout the year students individual learning needs, quality assessments and flexible options were all supported.
Support for beginning teachers	$44,413	Beginning teachers were given time for Professional learning, lesson preparation, mentoring and attending beginning teachers conference.

Student information

Student enrolment profile

	Enrolments			
Students	**2014**	**2015**	**2016**	**2017**
Boys	90	68	68	74
Girls	86	67	62	62

Student attendance profile

School				
Year	**2014**	**2015**	**2016**	**2017**
K	91.9	94.4	86.9	92.2
1	88.4	87.3	94	89.4
2	95.4	89.9	90.1	93.4
3	86.7	92	79.5	86.7
4	93.3	79.8	90.9	86.1
5	89.9	82.9	81.6	91.5
6	89.7	84.6	79.7	83.3
7	91.3	89.2	92	94.1
8	87.1	90.8	87.2	92.3
9	83.7	78.9	84.5	84.5
10	78.7	69.1	76.7	82.2
11	81.8	72.6	69.8	78.9
12	82.5	74.2	76	94.3
All Years	87	83.1	83.8	88.1
State DoE				
Year	**2014**	**2015**	**2016**	**2017**
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	93	92.3	92.3	92.3

Management of non-attendance

For non attendance we do daily phone calls to parents/carers. HSLO referrals and discussions occur when excessive non attendance patterns occur.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	10	0	66
TAFE entry	0	0	0
University Entry	0	0	33
Other	0	0	0
Unknown	0	0	0

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	3
Classroom Teacher(s)	9.09
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	5.89
Other Positions	0.1

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	$
Balance brought forward	**1,310,375**
Global funds	297,065
Tied funds	688,887
School & community sources	25,519
Interest	13,815
Trust receipts	135,234
Canteen	0
Total Receipts	1,160,520
Payments	
Teaching & learning	
Key Learning Areas	23,749
Excursions	14,037
Extracurricular dissections	25,352
Library	543
Training & Development	0
Tied Funds Payments	577,574
Short Term Relief	26,543
Administration & Office	53,615
Canteen Payments	0
Utilities	51,325
Maintenance	66,420
Trust Payments	134,699
Capital Programs	1
Total Payments	973,858
Balance carried forward	**1,497,038**

	2017 **Actual** ($)
Opening Balance	0
Revenue	1,550,347
Appropriation	1,527,453
Sale of Goods and Services	1,634
Grants and Contributions	20,760
Gain and Loss	0
Other Revenue	0
Investment Income	501
Expenses	-617,119
Recurrent Expenses	-617,119
Employee Related	-204,268
Operating Expenses	-412,851
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	933,228
Balance Carried Forward	933,228

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

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

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as $0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 **Actual** ($)
Base Total	1,956,827
Base Per Capita	19,867
Base Location	34,239
Other Base	1,902,721
Equity Total	569,892
Equity Aboriginal	226,351
Equity Socio economic	195,902
Equity Language	0
Equity Disability	147,639
Targeted Total	96,310
Other Total	366,556
Grand Total	2,989,586

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

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

School performance

NAPLAN

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

NAPLAN

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

Reading:

Year 3: From Band 1 (lowest) toBand 6 (highest for Year 3)

Year 5: From Band 3 (lowest) toBand 7 (highest for Year 5)

Writing:

Year 3:From Band 1 (lowest) to Band 4 (highest for Year 3)

Year 5:From Band 3 (lowest) to Band 6 (highest for Year 5)

Spelling:

Year 3:From Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5:From Band 3 (lowest) to Band 7 (highest for Year 5)

Grammar &Punctuation:

Year 3:From Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5:From Band 3 (lowest) to Band 6 (highest for Year 5)

Numeracy:

Year 3:From Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5:From Band 3 (lowest) to Band 5 (highest for Year 5)

The My School website provides detailed information and datafor national literacy and numeracy testing (NAPLAN).

Percentage in bands:
Year 3 Grammar & Punctuation
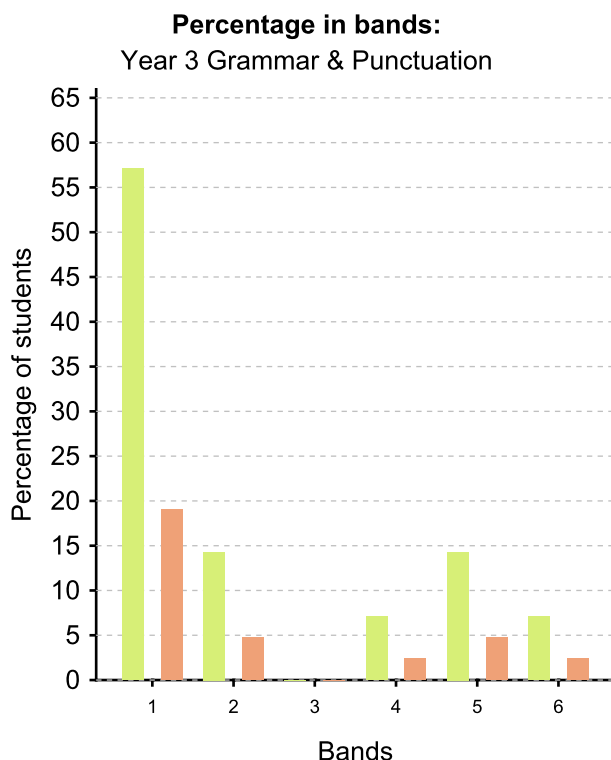
- Percentage in Bands
- School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	57.1	14.3	0.0	7.1	14.3	7.1
School avg 2015-2017	19.0	4.8	0.0	2.4	4.8	2.4

Percentage in bands:
Year 3 Reading

Band	1	2	3	4	5	6
Percentage of students	42.9	21.4	14.3	7.1	7.1	7.1
School avg 2015-2017	14.3	7.1	4.8	2.4	2.4	2.4

Legend:
- Percentage in Bands
- School Average 2015-2017
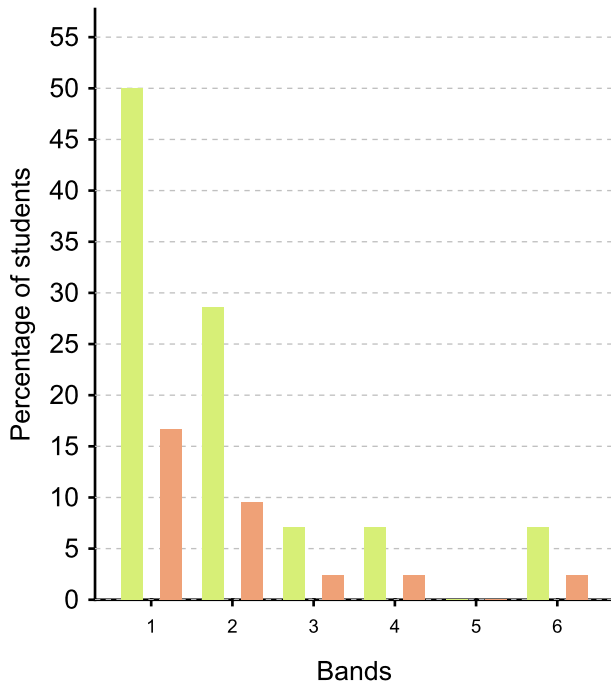
Band	1	2	3	4	5	6
Percentage of students	50.0	28.6	7.1	7.1	0.0	7.1
School avg 2015-2017	16.7	9.5	2.4	2.4	0.0	2.4

Percentage in bands:
Year 3 Writing
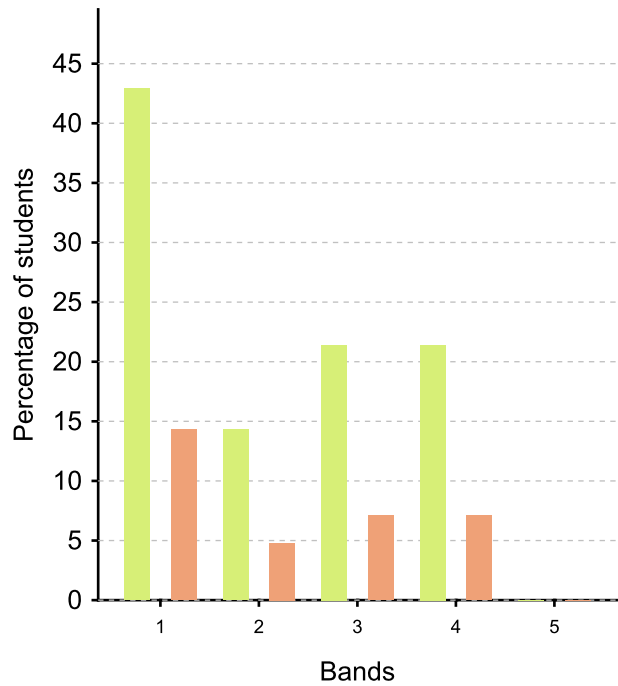
Legend:
- Percentage in Bands
- School Average 2015-2017

Band	1	2	3	4	5
Percentage of students	42.9	14.3	21.4	21.4	0.0
School avg 2015-2017	14.3	4.8	7.1	7.1	0.0

Percentage in bands:
Year 3 Spelling

Legend:
- Percentage in Bands
- School Average 2015-2017

Percentage in bands:
Year 5 Grammar & Punctuation
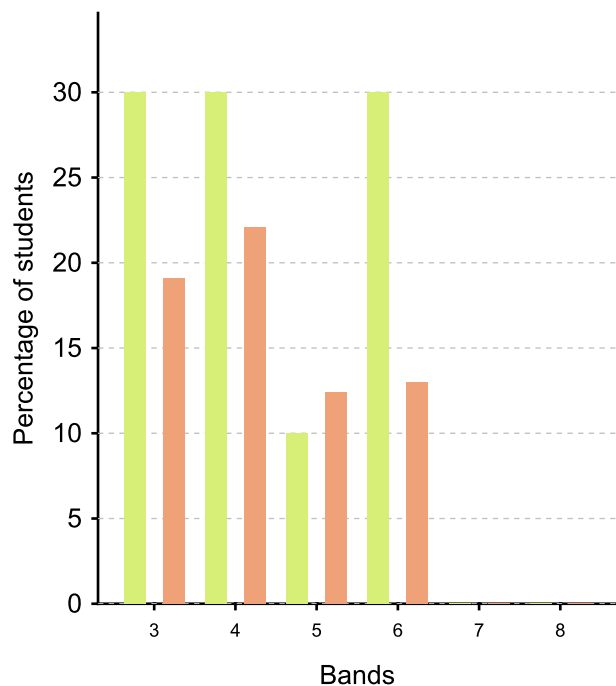
Band	3	4	5	6	7	8
Percentage of students	30.0	30.0	10.0	30.0	0.0	0.0
School avg 2015-2017	19.1	22.1	12.4	13.0	0.0	0.0

Percentage in bands:
Year 5 Reading
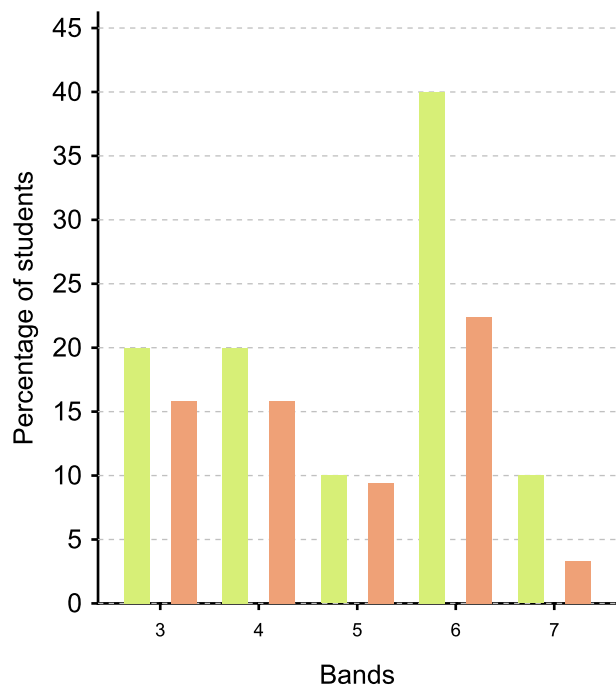
Band	3	4	5	6	7
Percentage of students	20.0	20.0	10.0	40.0	10.0
School avg 2015-2017	15.8	15.8	9.4	22.4	3.3

Percentage in bands:
Year 5 Spelling
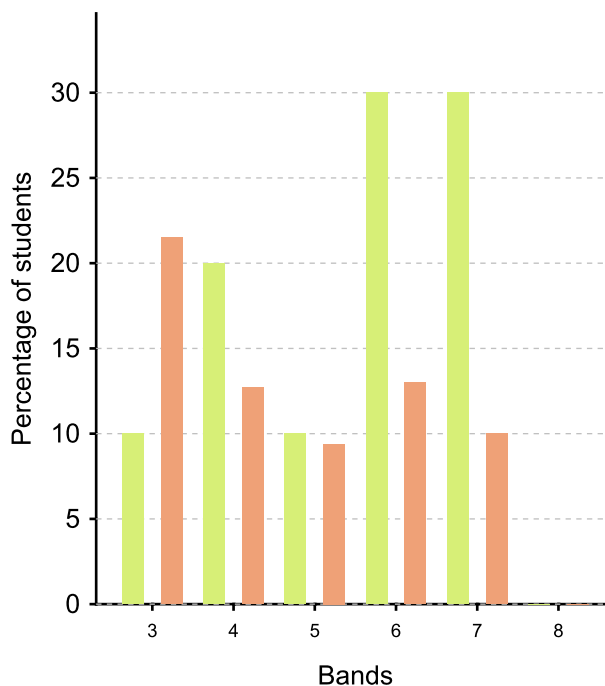
Band	3	4	5	6	7	8
Percentage of students	10.0	20.0	10.0	30.0	30.0	0.0
School avg 2015-2017	21.5	12.7	9.4	13.0	10.0	0.0

Percentage in bands: Year 5 Writing
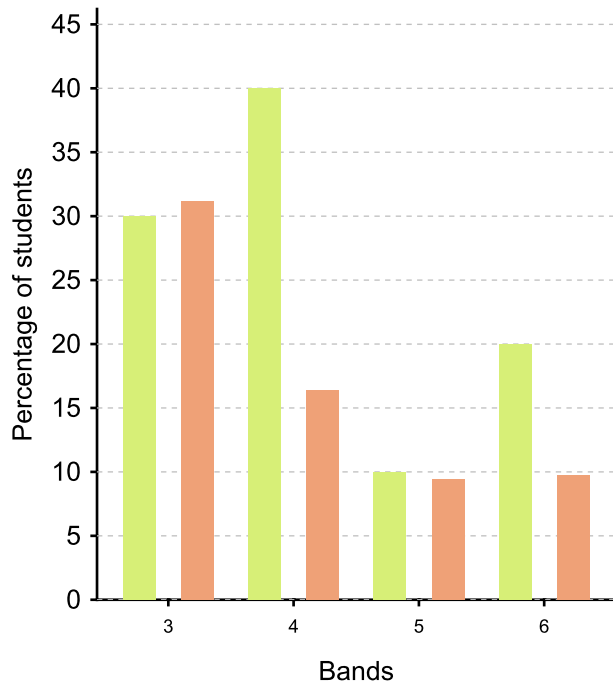
Band	3	4	5	6
Percentage of students	30.0	40.0	10.0	20.0
School avg 2015-2017	31.2	16.4	9.4	9.7

Percentage in bands: Year 7 Grammar & Punctuation

Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	20.0	29.3	5.8	5.8	5.8	0.0

Percentage in bands: Year 7 Reading
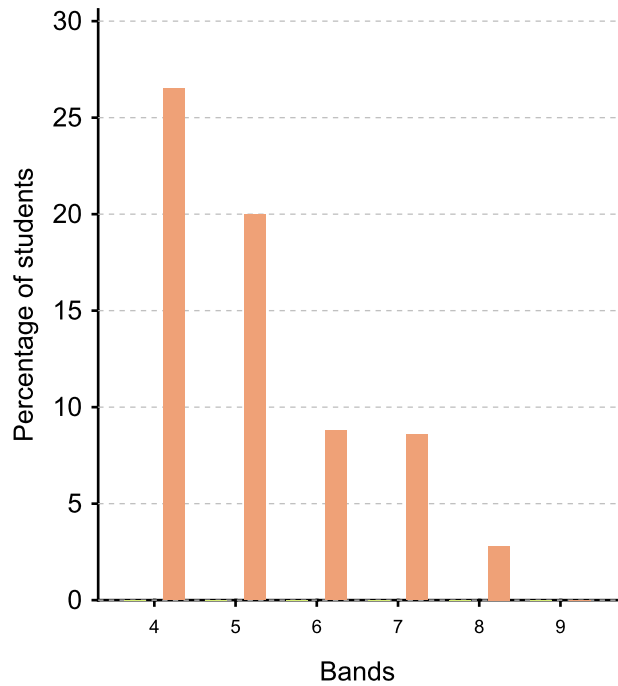
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	26.5	20.0	8.8	8.6	2.8	0.0
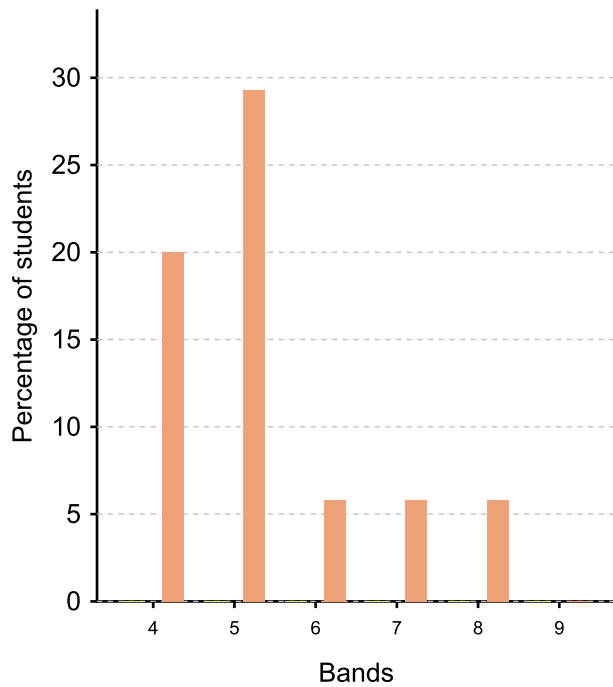
Percentage in bands: Year 7 Spelling
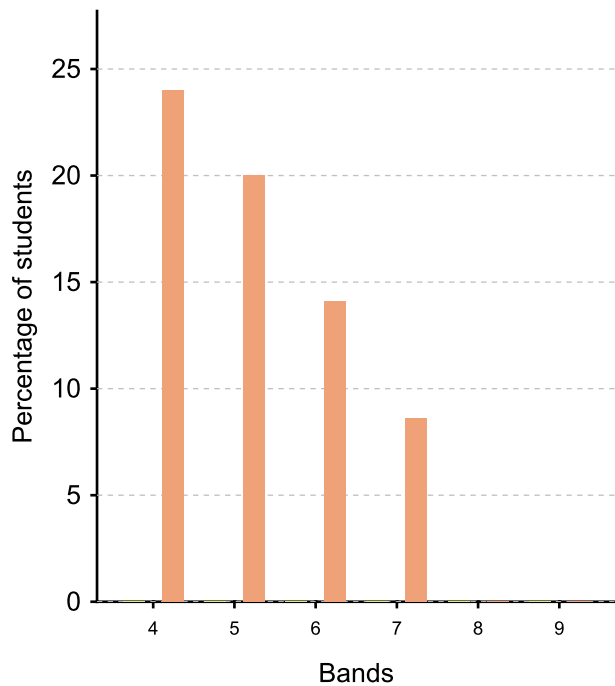
Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	24.0	20.0	14.1	8.6	0.0	0.0

Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	29.1	31.8	5.8	0.0	0.0	0.0

Percentage in bands: Year 9 Grammar & Punctuation
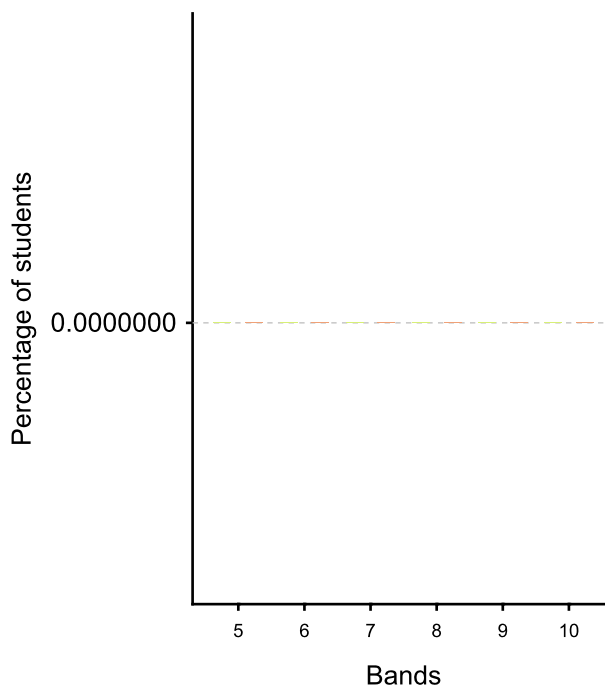
Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0	0.0

Percentage in bands: Year 7 Writing

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Reading

Legend:
- Percentage in Bands
- School Average 2015-2017
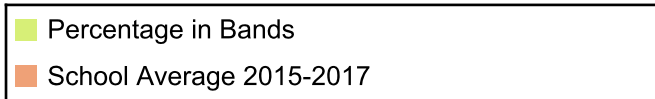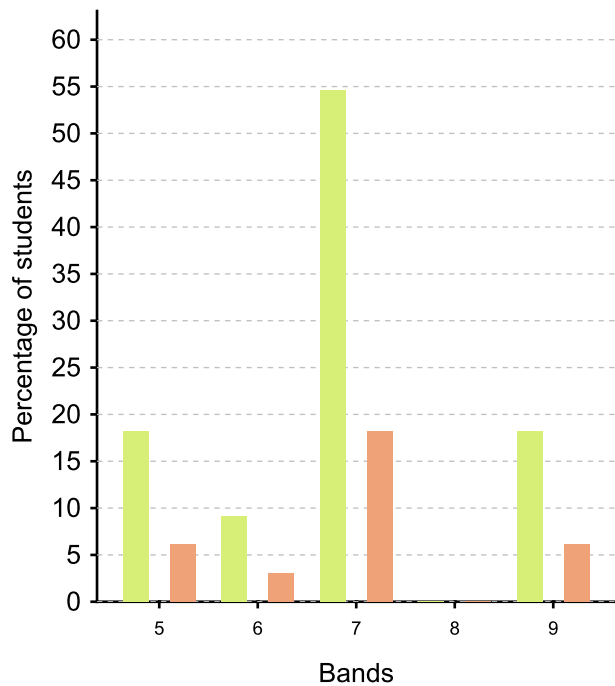
Band	5	6	7	8	9
Percentage of students	18.2	9.1	54.6	0.0	18.2
School avg 2015-2017	6.1	3.0	18.2	0.0	6.1

Percentage in bands:
Year 9 Spelling

Legend:
- Percentage in Bands
- School Average 2015-2017

Band	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0

Percentage in bands:
Year 9 Writing

Legend:
- Percentage in Bands
- School Average 2015-2017

Band	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0
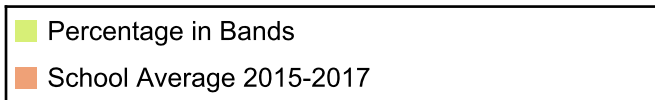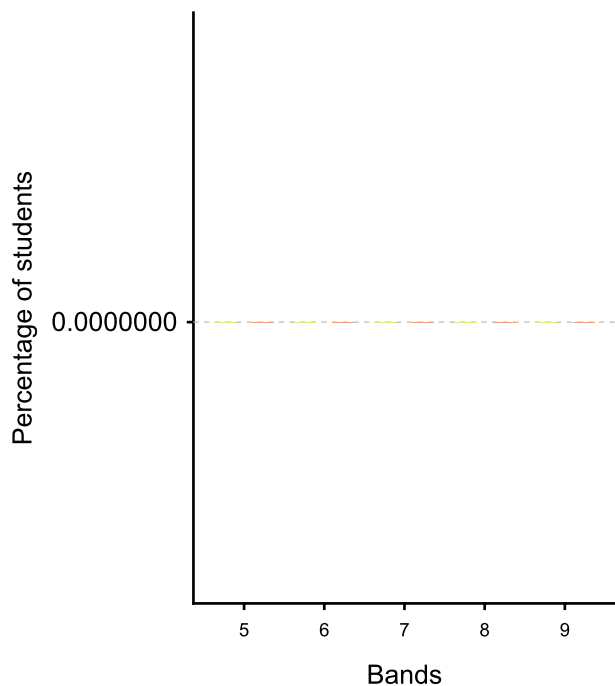
Percentage in bands:
Year 3 Numeracy
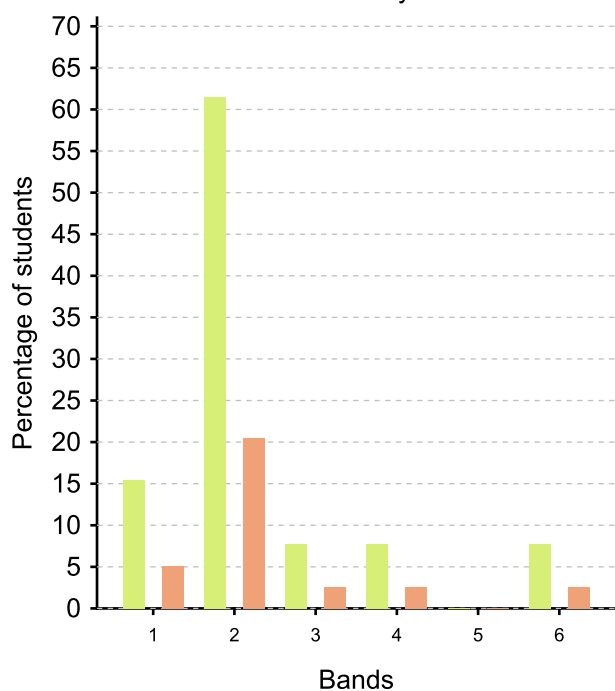
Band	1	2	3	4	5	6
Percentage of students	15.4	61.5	7.7	7.7	0.0	7.7
School avg 2015-2017	5.1	20.5	2.6	2.6	0.0	2.6

Percentage in bands:
Year 5 Numeracy
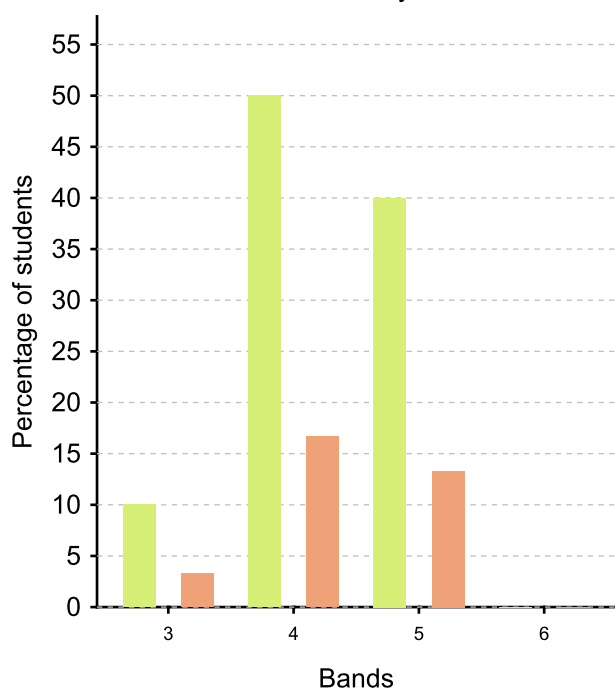
Percentage in bands:
Year 7 Numeracy
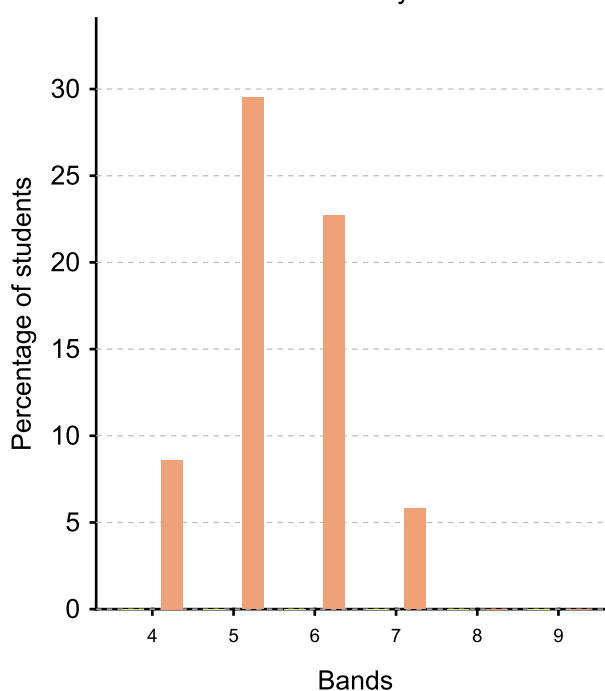
Band	3	4	5	6
Percentage of students	10.0	50.0	40.0	0.0
School avg 2015-2017	3.3	16.7	13.3	0.0

Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	8.6	29.5	22.7	5.8	0.0	0.0

Percentage in bands:
Year 9 Numeracy

	Percentage in Bands
	School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	0.0	0.0	0.0
School avg 2015-2017	0.0	0.0	0.0	0.0	0.0	0.0
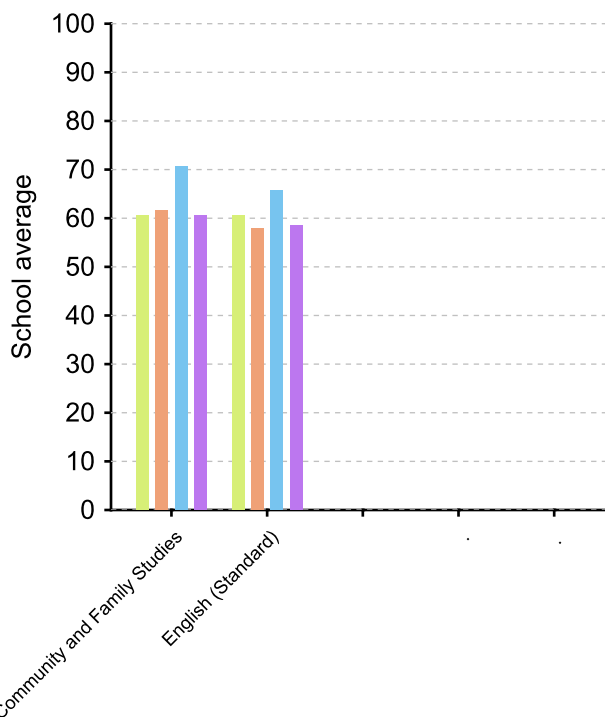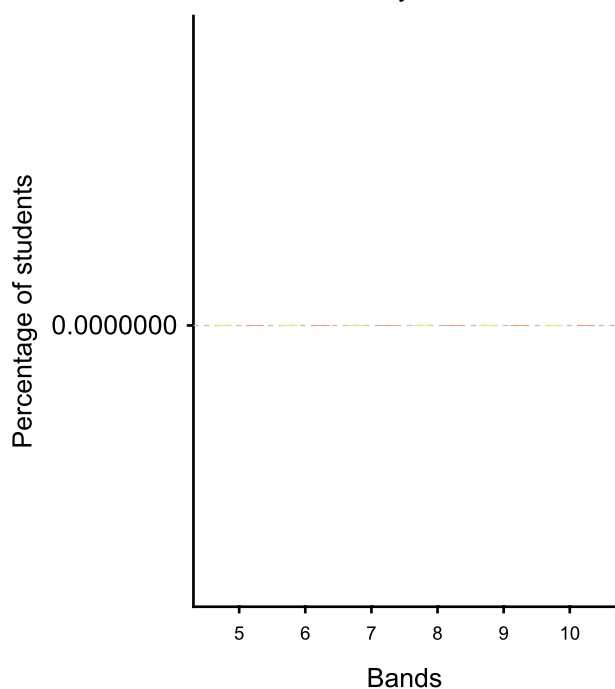
	School 2017	SSSG Average 2017
	State Average 2017	
	School Average 2013-2017	

| Subject	School 2017	SSSG	State	School Average 2013-2017
Community and Family Studies	60.6	61.6	70.7	60.5
English (Standard)	60.5	57.9	65.6	58.5

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

The 2017 National Assessment Program Literacy and Numeracy (NAPLAN)results for years 3,5,7 & 9 demonstrate that students are still performing at level significantly below the state average in many areas, but do display and upward trend with all cohorts meeting or exceeding the results of statistically similar school groups for the first time in two years.

- Year 9 Students have shown growth in Reading and Spelling Trend Data demonstrating a return to an average above the statistically similar school groups (SSG) for the first time since 2014
- 62% of students in year 3 meet or exceed the state proficiency benchmark for Grammar and Punctuation
- Year 5 students demonstrated growth in Reading with a 59 point standard deviation scaled score increase in comparison to 2016

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).